

**IMPROVING WRITING SKILLS ON NARRATIVE TEXTS FOR GRADE
VIII E STUDENTS OF SMPN 6 MAGELANG THROUGH
COLLABORATIVE WRITING TECHNIQUE
IN THE ACADEMIC YEAR OF 2014/2015**

A Thesis

**Submitted as Partial Fulfillment of the Requirements for the Attainment of
the Degree of a *Sarjana Pendidikan* in English Language Education**



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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
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STATE UNIVERSITY OF YOGYAKARTA**

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Approved in November 2015

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*Improving Writing Skills on Narrative Texts for Grade VIII E Students of
SMPN 6 Magelang through Collaborative Writing Technique in the Academic
Year of 2014/2015*

A Thesis


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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulius orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 24 November 2015

Penulis



Titin Indriati

DEDICATIONS SHEET

This thesis is proudly dedicated to ...

My super amazing heroes, Mommy and Daddy

My three beautiful sisters

&

Friends of mine

I am greatly indebted to you all for endless support, unconditional love,
and continuous prayers.

I love you all dearly.



MOTTOS

"La yukallifullahu nafsan illa wus'aha"

Allah does not charge a soul except [with that within] its capacity.

-Surah Al-Baqarah [verse 286]-

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

"Seeking the [obligatory] religious knowledge is an obligation upon every Muslim." - **HR. Ibnu Abdil Barr-**

"Hang Your Ambition as High as the Sky" -**Ir. Soekarno-**

"Cherish your visions and your dreams as they are the children of
your soul;
the blue prints of your ultimate achievements." -**Napoleon Hill-**

"I prefer to be a dreamer among the humblest, with visions to be
realized, than lord among those without dreams and desires."
-Kahlil Gibran-

"We are what we repeatedly do. Excellence, then, is not an act, but a
habit."
-Aristotle-

"The three great essentials to achieve anything worthwhile are: hard
work, stick-to-itiveness, and common sense."
-Thomas A. Edison-

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TABLE OF CONTENTS

TITLE	i
APPROVAL SHEET	ii
RATIFICATION	iii
PERNYATAAN	iv
DEDICATION	v
MOTTOS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
ABSTRACT	xiv
CHAPTER I INTRODUCTION	
A. Background of the Problems	1
B. Identification of the Problems	3
C. Delimitation of the Problems	5
D. Formulation of the Problems	5
E. Objective of the Research	5
F. Significance of the Research	5
CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	
A. Literature Review	7
1. Writing	7
a. Definitions of Writing	7
b. Micro and Macro skills of Writing	8
c. The Process of Writing	9
2. Teaching Writing	11
a. Teacher Roles in Teaching Writing	11

b. Feedback	12
c. Approaches in Teaching Writing	13
d. Teaching Writing in Junior High School.....	14
3. Writing Assessment	19
4. Narrative Text	21
a. The Definition of Narrative Text	21
b. Generic Structure of Narrative Text	22
5. Collaborative Writing Technique	22
a. The Definition of Collaborative Writing Technique	22
b. Organizing Collaborative Writing	24
c. Teaching Writing through Collaborative Writing Technique	26
d. Advantages and Disadvantages of Collaborative Writing	28
B. Relevant Studies	29
C. Conceptual Framework	30

CHAPTER III RESEARCH METHOD

A. Research Design	32
B. Research Setting	33
1. Place of the Research.....	33
2. Time of the Research.....	33
C. Participants	34
D. Data Collecting	35
1. Data Collecting Technique.....	35
2. Research Instruments	35
A. Data Analysis Techniques	36
B. Validity of the Data	38
C. Reliability of the Data	39
D. Steps of the Research	40

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance.....	44
1. Identification of the Problem	44

2. Selecting the Problems.....	51
3. Determining the Actions to Solve the Problems.....	51
B. Report in Cycle 1.....	51
1. Planning	51
2. Action and Observation	52
a. First Meeting.....	53
b. Second Meeting.....	57
3. Reflection	60
C. Report in Cycle 2.....	64
1. Planning	64
2. Action and Observation	66
a. Third Meeting	66
b. Fourth Meeting.....	68
c. Fifth Meeting	70
3. Reflection	71
D. General Findings.....	75
1. Cycle 1	74
2. Cycle 2	75
3. Summary of Cycle 1 and Cycle 2.....	77
4. Students' Writing Scores	81
E. Discussion	85
 CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS	
A. Conclusions	88
B. Implications	89
C. Suggestions	90
REFERENCES	92
APPENDICES	94

LIST OF FIGURES

Figure 1: Action Research Model Developed by Kemmis and McTaggart (Burn, 2010)	41
Figure 2: Students' Writing in the Pretest	48
Figure 3: Students shares their ideas in their group about a narrative text.....	59
Figure 4: Student's Writing in the Post-test Cycle 1.....	63
Figure 5: Student's Writing in the Post-test Cycle 2	73

LIST OF TABLES

Table 1: Core Competence and Basic Competence of Writing Skills for Grade VIII of Junior High School Semester 2	16
Table 2: Scoring of Writing	20
Table 3: Schedule of the Research	34
Table 4: Field Problems	48
Table 5: Feasible Problems to Solve.....	50
Table 6: Summary of Cycle 1 and Cycle 2.....	77
Table 7: The Students' Mean Score in Ideas and Development Aspect.....	81
Table 8: The Students' Mean Score in Organization Aspect.....	81
Table 9: The Students' Mean Score in Vocabulary Aspect.....	82
Table10: The Students' Mean Score in Sentence Structure Aspect.....	82
Table 11: The Students' Mean Score in Spelling Aspect.....	82
Table 12: The Students' Mean Score in Capitalization and Punctuation Aspect...	83
Table 13: Paired Samples Statistics- Pretest and Cycle 1.....	83
Table 14: Paired Samples T-Test- Pretest and Cycle 1.....	83
Table 15: Paired Samples Statistics- Cycle 1 and Cycle 2.....	84
Table 16: Paired Samples Test- Cycle 1 and Cycle 2.....	84
Table 17. Mean values in the Pre-test, Cycle 1, and Cycle 2.....	85

LIST OF APPENDICES

Appendix 1: Interview Guidelines and Transcripts.....	94
Appendix 2: Observation Checklist.....	111
Appendix 3: Course Grids and Lesson Plans.....	114
Appendix 4: Students' Scores	148
Appendix 5: T-test	149
Appendix 6: Field Notes	150
Appendix 7: Student's Worksheet	177
Appendix 8: Students' Writing	180
Appendix 9: Photographs.....	183
Appendix 10: Permit Letters	187

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ABSTRACT

The action research was aimed at improving writing skills on narrative texts for grade VIII E students of SMPN 6 Magelang through collaborative techniques in the academic year of 2014/2015.

This research was conducted collaboratively with the English teacher, students, and the researcher's colleague as the collaborator. This study was carried out in the second semester, from February to May 2015. The subjects of this research were Grade VIII E students of SMPN 6 Magelang in the academic year of 2014/2015. This research was conducted in two cycles. In each cycle, the steps were reconnaissance, planning, action, evaluation, and reflection. The data were obtained through observing the teaching and learning process, interviewing the students and collaborators, and testing the students. The instruments used in this research were observation checklists, interview guidelines, and tests. The data collected were in the form of qualitative and quantitative data. Assembling the data and to reread it again, coding the data into more specific patterns or categories, comparing the data to see whether patterns or categories are repeated across different data collecting techniques, building meanings and interpretation, reporting the outcomes were used to analyze the data. The validity used was democratic validity, outcome validity, process validity, dialogic validity, and catalytic validity. Moreover, this research applied time triangulation, space triangulation, and researcher triangulation.

The results of this study show that there are some improvements in the students' participation, motivation, writing skills, and attitude toward the teaching and learning process through application of collaborative techniques. The activities done during the writing process provided them with the classroom interaction that helped them to work better. They also got more chances to share their ideas and thoughts in groups. Additionally, their individual works that conducted in the end of each cycle also showed some improvements in six aspects in writing namely idea and development, organization, vocabulary, sentence structure, spelling, and capitalization and punctuation. The means scores of each aspect also indicate that students' writing skills have improved. The students' scores increased from 50.00 in the pre-conditional to 63.67 in Cycle 1 and to 73.70 in Cycle 2.

CHAPTER I INTRODUCTION

A. Background of the Study

Nowadays, students are expected to be able to communicate in English as one of the international languages. In Indonesia, English is the subject taught since the students in elementary schools to university level. English teaching aims at mastering four basic skills of language, which include listening, speaking, reading, and writing skills. Reading and listening are the receptive skills while speaking and writing are the productive skills. Students get much knowledge or input from reading and listening. They use their input to produce output in the form of spoken or written language.

Among the four language skills taught in schools, writing is the most difficult skill to learn. According to Nunan (2003), writing is a process of delivering ideas and thinking into sentences and paragraphs that will be clear to the readers. It needs specialized skills that include the ability to express the writer's opinions or thoughts clearly and efficiently. These abilities can be achieved only if a learner masters some techniques of writing such as how to obtain ideas about what she or he will write, how to express them in a sequence of sentences, how to organize them chronologically and coherently, and how to review and then to revise the composition until the writing is well-built (Ratnasari, 2004).

One of the texts that should be learned by Junior High School students based on the curriculum 2013 is Narrative text. Narrative is a piece of text that

tells a story and has purposes to entertain or inform the reader or listener (Anderson and Anderson: 1997). Besides, a narrative text also gives moral values to the readers that they could learn from it.

Based on the observation while conducting the teaching practice in SMPN 6 Magelang, the researcher found some problems related to writing during the learning process. First, the teacher did not use a variety of media in the teaching and learning process. Secondly, she did not use any other materials or textbooks in the teaching and learning process besides the textbook provided by the government. She depended too much on the textbook as the main source of reference. Consequently, students only got input from the textbook.

Thirdly, writing got less attention from the teacher. The teacher did not give practices and adequate time for the students to write because she thought that writing needed a long time while the other skills such as reading, speaking, and listening must be discussed as well. From the observation at preliminary stage, it was found that students did not get chances to find ideas and explore them.

Fourth, students got confused in how to start writing. It was because they found difficulty in generating their ideas. They also lacked vocabulary and knowledge about the components of the text such as the generic structure, the language features, and the social function of the text.

In addition, SMPN 6 Magelang has implemented Curriculum 2013. Subsequently, the teacher used the scientific approach in the teaching and learning process. However, the fact was she did not really understand how to implement the scientific approach because she had not gotten the training yet at that time.

To help students in improving students' writing skills, a teacher must implement an effective learning process. She must try to find out the appropriate technique to teach the students because the teacher has a very important role in the teaching and learning process. An Appropriate technique has a big influence in motivating the students.

One of the techniques that can be used in helping students to improve their writing skills is collaborative writing technique. Collaborative writing refers to projects where written works are created by multiple people together (collaboratively) rather than individually. Johnson (2002) says that collaborative learning makes possible for the students to discover personal strengths and weaknesses, learns to respect others, listen with an open mind, and build consensus. In collaborative writing, students can work together to find out and share the main ideas and important supporting details in order to complete the task or create a product. Additionally, collaborative writing also helps students in reducing their anxiety to study English because they work together with their friends.

Based on the explanation above, the researcher conducted a study entitled "Improving Writing Skills on Narrative Texts for Grade VIII E Students of SMPN 6 Magelang through Collaborative Writing Technique in the Academic Year of 2014/2015".

B. Identification of the Problem

The researcher conducted this research in order to identify the problem related to students' ability in writing. Based on the observation during the learning

process conducted in SMPN 6 Magelang, the researcher found some problems in the class.

The first problem was related to the media. The teacher did not use a variety of media in the teaching and learning process. Some classes were provided with a LCD but at grade VIII, there was no LCD at all. When she needs the LCD for supporting the teaching and learning process, she should take it from the laboratory. However, it took much time, so she did not use it during the teaching and learning process. Therefore, the teacher almost never used the teaching facilities in the classroom. It shows that the media provided by the school was not used maximally in the teaching and learning process.

The second, the teacher did not use any other materials or textbooks in the teaching and learning process besides the textbook provided by the government. She depended too much on the textbook as the main source of reference. Therefore, students got limited input.

The third was related to the students. Students' motivation in learning writing was low. They felt that writing is a difficult skill to learn. They found difficulties in expressing their ideas in English writing. It is caused by the lack of knowledge about the components of the text such as the generic structure, the language features, and the social function of the text.

Moreover, they also tended to be inactive in the class that there were only few students who were active. They did not share or express their opinion when the teacher asked them. When the teacher asked some questions, only few of them answered the questions.

Therefore, a teacher must try to find out the appropriate way to teach her students because she has a very important role in the teaching and learning process. It is important for her to apply a creative way in teaching in order to make the students not get bored.

C. Delimitation of the Problem

Based on the problem, the researcher and the collaborator only focused on students' difficulties in writing and the use of collaborative writing in order to improve the students' writing skills on narrative texts.

D. Formulation of the Research

How can students' writing skills be improved by the use of collaborative writing technique?

E. Objective of the Research

To improve students' writing skills through the use of collaborative writing technique.

F. Significance of the Research

1. Theoretical

It is hoped that the result of the study can be one of the references in writing learning theory.

2. Practical

a. The students

By using collaborative writing technique in teaching writing, it is hoped that the students' skills in writing can be improved that they can be more creative and can express their feelings as free as possible.

b. The Teacher

It is useful for English teachers to improve their teaching process and English teacher will be more creative in teaching writing. This research is expected to help her to find out the good technique for teaching writing.

c. The Readers

It may give some information to the readers about writing and the collaborative writing technique.

d. The Writer

She will get additional experience and knowledge for the future.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

As stated in the previous section, the aim of this research study is to improve students' writing skills. Therefore, the discussion in this chapter will focus on the review of related theories underlying the study. The theory of writing, the collaborative writing technique, and narrative texts will be highlighted in this chapter.

A. Literature Review

1. Theory of Writing

a. The Definition of Writing

In the process of language learning, there are four language skills that must be learnt by the learners namely listening, speaking, reading and writing. Listening and reading are categorized into receptive skills while speaking and writing are productive skills. Raimes (1983) states that writing is not just speech written down on paper. It means that writing is a form of the written language generally demands standard forms of grammar, organization, and vocabulary. It indicates that in writing, the writer should master the using of grammar and vocabulary to make the reader understand about what the writer writes.

Moreover, Brown (2001) says writing is the written product of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise texts for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

Writing involves some language component (spelling, grammar, vocabulary, and punctuation). Moreover, Harmer (2004) states that writing is the only skill which enables learners to produce a real product, in which the product is touchable, readable, as well as keep able for a long period of time.

Furthermore, Perkins (2005) states that writing is a process that requires writers to develop a cognitive awareness of the writing choices available to them. In order for writers to make choices about their content and style, they need to be reminded and further informed about those choices open to them.

From some definitions above, it can be concluded that writing is a process of discovering ideas and discovering how to organize them. It involves critical thinking to communicate one's thoughts. It is products of thinking, drafting, and revising which needs some mental efforts that must be combined and arranged. It is a combination of processes and products. It has to be deliberately cultivated. It means at the time of collecting the ideas that create text that can be read by readers who is a product of the activities undertaken by the author.

b. Micro skills and Macro skills in Writing

According to Brown (2001) there are two categories of writing skills. They are micro and macro skills. Micro skills and macro skills assist us in defining the ultimate criterion of an assessment procedure. Micro skills of writing are appropriate applied to imitative and intensive types of writing task, while macro skills of writing are essential for the successful mastery of responsive and extensive writing.

Micro skills:

- a. Produce graphemes and orthographic patterns of English.
- b. Produce writing at an efficient rate of speed to suit the purpose.
- c. Produce an acceptable core of words and use appropriate word order patterns.
- d. Use acceptable grammatical systems.
- e. Express a particular meaning in different grammatical forms.
- f. Use cohesive devices in written discourse.

Macro skills:

- a. Use the rhetorical forms and conventions of written discourse.
- b. Appropriately accomplish the communicative function of written texts according to form and purpose.
- c. Convey links and connections between events and communicate relations such as main idea, supporting details, new and given information, generalizations, and exemplification.
- d. Distinguish between literal and implied meanings when writing.
- e. Develop and use a battery of writing in the context assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

c. The Process of Writing

Richards and Renandya (2002: 316) state that the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing.

1). Planning

Planning or pre-writing is the first step in the writing process. It is an activity of writing that aimed to encourage and stimulate the students to write. Since its function is to stimulate students to write, the writing activities must be prepared to provide them learning experiences of writing. At this stage, it is spent on generating ideas, reading, and talking about the topic that they are going to write.

2). Drafting

Harmer (2004) states that drafting is a form of raw writing which needs to be revised before the final product is completed. At this stage, students with their groups make a rough draft of their writing based on the ideas that they have discussed before. They focus on the fluency of their writing without devoting their thoughts on the grammatical accuracy and the neatness of their draft of their writing. During the process of writing, the students must also focus on the content and the meaning of the writing. The function of drafting itself is to make the people state the points clearly.

3). Revising

Revising is not a simply activity of checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader. In this step, the students read the draft first. The teacher gives a chance to the students to correct the draft and revise it. It is important to check what ideas have already been included, to keep the coherence and flow of the writing, to stimulate further ideas, and to look for errors (Nation, 2009:119-120). The students in groups look at their writing and consider what improvement might be made.

4) Editing

At this stage, they prepare their final draft of their writing that then their writing will be evaluated by the teacher. They tidy up their writing. The main activity at this stage done by the students is editing their mistakes on grammar,

spelling, punctuation, vocabulary, and capitalization. The process of editing may be taken from oral or written comments by peers or teachers.

2. Teaching Writing

a. Teacher Roles in Teaching Writing

Teachers play an important role in the teaching and learning process of writing. Teachers are expected to realize their importance roles toward students' development in learning, particularly in writing. Teachers are required to have various strategies and great interest when they are teaching writing to the students. Moreover, the success of students in learning writing is also determined by the teacher's performance in helping them learn writing. Harmer (2007:261-262) also mentions information about teacher's roles in the teaching and learning process of writing. They will be explained as follows.

a) Motivator

One of the teacher principle roles in writing task will be to motivate the students, create the right condition for the generation of ideas, persuade them of the usefulness of the activity, and encourage them to make as much as effort as possible for maximum benefit. This may require special and prolonged effort on the teacher part for longer process-writing sequences.

b) Resource

When the students are doing more extended writing tasks, the teacher must be ready to supply information and language needed by the students. Teachers need to tell students that they are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way.

For example, in the process approach, the teacher facilitates the students' writing by providing input or stimulus. Because writing takes longer than conversation, for example, there is usually time for discussion with individual students, or students working in pairs or groups.

c) Feedback provider

As a provider, a teacher should respond positively and encouragingly to the content of what the students have written. When offering correction, teacher should choose what and how much to focus on based on what students need at this particular stage of their studies, and or the tasks the have undertaken.

b. Feedback

According to Nation (2009: 115), feedback is an important way of encouraging students to keep their goals in mind. It means that it is important to provide them with feedback about the effectiveness of their writing so that they can carry on their idea of their writing. Feedback can be used as a way to respond to students' writing to help them enhance their written skills. The feedback has various functions.

Harmer (2007: 148) mentions some techniques that are used in giving feedback to students' writing. The techniques are as follows.

1) Responding

Responding to the students' work can be considered as an attempt to give feedback on their writings. The response on the students' work can be used to motivate them rather than assessing or evaluating.

2) Correcting

According to Harmer (1998), correction helps students to clarify their understanding on the meaning and construction of the language. Some teachers use codes and put them in the body of the writing itself, or in a corresponding margin. This makes the correction much neater, less threatening, and considerably more helpful than random marks or comments. Frequently, the uses of symbols as indirect feedback on students' writing refer to the students' errors, such as word order, spelling, or verb tense.

3) Involving students

Feedback on the writer's work does not only come from teachers. The teachers can also encourage students to give feedback to each other. It has positive effect on group cohesion. Muncie (in Harmer 2007: 150) states that students are much more likely to be provoked into thinking about what they are writing if the feedback comes from one of their peers.

c. Approaches in Teaching Writing

In teaching writing, teachers should apply the appropriate approaches so that the students are able to produce a good writing easily. Teachers need a number of different approaches to the practice of writing skills both in and outside classroom in teaching writing. There are two main approaches which are product-oriented approach and process-oriented approach.

The product-oriented approach is emphasized mostly on students' final products of writing. When concentrating on the product, teachers are only interested in the aims of a task and in the end of product. If teachers focus on

process, they pay attention to the various stages that any pieces of writing go through. It includes spending time with learners on pre-writing phase, editing, re-drafting, and producing final version of their work.

In conclusion, the product-approach focuses on the final product, while the process-oriented approach concerns more on the process of how the students develop ideas and formulate them into effective writing works. Harmer (2001:258) states “the various stages may well involve discussion, research, language study, and considerable amount of interaction between teacher and students, between the students themselves so that when process writing is handled appropriately it stretches across the whole curriculum.” Therefore, the process-oriented approach can symbolize the teaching writing process regarding to the curriculum.

d. Teaching Writing in Junior High School

Talking about teaching writing in Junior High school, there are several things need to take into account. The first one is the curriculum implemented in the school. The word “curriculum” is defined in various ways by experts but they have the common meaning. Brown (1995:19) defines a curriculum as a series of activities that contribute to the growth of consensus among the staff, faculty, administration, and students. This series of curriculum activities will provide a framework that helps teachers to accomplish whatever combination of teaching activities is most suitable in their professional judgment for a given situation, that is, a framework that helps the students to learn as efficiently and effectively as possible in the given situation. While, Feez and Joyze (1998: 9) states that a

curriculum is a general statement of the goals and the outcomes, the learning arrangement, the evaluation, and the documentation related to the management of the program within educational institution.

Based on the definitions of the curriculum above, it can be concluded that curriculum is the guidance for the teacher in determining his ways or strategies in doing the teaching and learning process and it is also the guidance for the students in achieving what they expect in their learning process.

The Curriculum used in SMPN 6 Magelang is Curriculum 2013. According to Curriculum 2013, there are three competencies that the students are expected to reach attitude competence, knowledge competence, and skill competence.

Talking about the skill competence, the students are required to be able to write several types of texts. One of the texts is a narrative text. Based on the core competence and basic competence for Grade VIII students of junior high school, they have to acquire the knowledge of a narrative text. They should write a narrative text in the form of a fable. In addition, they need to pay attention to the social function, structure, and language features of a narrative text. According to the regulation by the Ministry of Education, the core competence and basic competence of English learning at SMP/MTS grade VIII are set as following:

Table 1: Core Competence and Basic Competence of Writing Skills of SMP/MTS Grade VIII Semester 2

<i>Kompetensi Inti</i>	<i>Kompetensi Dasar</i>
<i>4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori</i>	<i>4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fable pendek dan sederhana penggunaannya.</i>

The next point which needs to be highlighted in teaching writing junior high school students is the students' age range. The age range of the students of Junior High Schools is between twelve and eighteen that is also called as puberty (Brown: 2001:91). Students are in that age range categorized into a teenager. They are in the phase of the age of transition, confusion, self-consciousness, growing, and changing bodies and minds.

As a result, the characteristics of teenagers stated previously will become teachers' concerns in teaching their students. According to Brown (2001:92), one of the most important concerns of the secondary school teacher is to keep self-esteem high by 1) avoiding embarrassment of students at all costs 2) affirming each person's talents and strengths 3) allowing mistakes and other errors to be accepted 4) de-emphasizing competition between classmates, and 5) encouraging small-group work where risks can be taken more easily by a teen.

Another important thing that must be considered by teachers in teaching writing in the junior high school level is the success of teaching writing itself. The

teaching and learning writing for the eight grade students of junior high school must be designed based on the students' learning styles, their needs, and their characteristics in order to help them to improve their writing skills. Brown (2000:346) mentions principles for designing writing techniques, they are:

- a. Incorporate practices of "good" writers,
- b. Balance the process and product,
- c. Account for cultural/literacy background,
- d. Connect reading and writing,
- e. Provide as much authentic writing as possible,
- f. Frame the techniques in terms of prewriting, drafting, and revising,
- g. trying to provide interactive techniques in writing responding to and correcting the result of students' writing
- h. giving students with instruction on the theoretical, formal conventions of writing.

In addition, teaching methodology is a matter that cannot be separated from the teaching and learning process as well. In Curriculum 2013, the teaching learning process uses scientific approach. As stated in *Peraturan Menteri Pendidikan dan Kebudayaan no 58 tahun 2014*, the teaching and learning process follows the Scientific Approach. The scientific approach has 5 steps. They are observing, questioning, collecting information, associating, and communicating. They are explained as follows.

a. Observing

The main activity in this stage is doing observation. It employs the senses. They do observation by seeing, reading, or listening. At this stage, the teacher facilitates them to train them to see, read or listen to texts that are important from the input given.

b. Questioning

At this stage, the students get new information through asking questions to the teacher. The teacher facilitates the students to develop their creativity, curiosity, and the ability to formulate questions in order to improve their critical thinking.

c. Collecting information

The main activity in this stage is the students collect information through reading or listening to other sources. Besides, it can also be done by discussing, interviewing, collecting information through questionnaire, assessing the internet, and observing. Collecting information trains the students to develop their honesty, politeness, and communication skills.

d. Associating

Associating relates to the process of linking information to other information. At this stage, students process the information that they have got. Additionally, they can also analyze data and make statements and then include them into memory.

e. Communicating

At this stage, the students are given opportunities to communicate what they have learned. They present it in the class and it is assessed by the teacher. Communicating in this stage can be done in spoken or written language. Communicating train the students to develop their honesty, conscientious, tolerance, ability to think systematically, and facilitate the students to improve their language skills as well.

f. Creating

At this stage, students innovate, create, or design their product based on the knowledge that they have acquired. In this study, students are expected to create a narrative text. They are freely to express their ideas and thoughts through their writing.

3. Writing Assessment

It is an important thing to know the students' writing skills from their product, in this case their writings. It can be assumed that if the students have a good writing skill, their writing also will be good and vice versa. In order to be fair on the scoring process, the researcher needs to decide which scoring rubric that should be used as scoring reference. There are three main types of rating scales. They are primary trait scales, holistic scales, and analytic scales.

In primary trait scoring, the rating scale is defined with respect to the specific writing assignment and essays are judged according to the degree of success with which the writer has carried out the assignment. However, Weigle (2002: 110) states that in second-language writing assessment, primary trait assessment has not been widely used, and little information exists on how primary trait scoring might be applied in second-language testing.

On the other hand, holistic scale is assigning a single score to a script based on the overall impression of the script. Each script is read quickly and then judged against a rating scale, or scoring rubric that outlines the scoring criteria. Weigle (2002: 144) argues that another drawback to holistic scoring is that a single score does not provide useful diagnostic information about a person's writing ability. It does not allow raters to distinguish between various aspects of

writing such as control of syntax, depth of vocabulary, organization, and so on. He adds that holistic scores are not always easy to interpret, as raters do not necessarily use the same criteria to arrive at the same scores.

Weigle (2002: 114) states that analytic scoring schemes thus provide more detailed information about students' writing abilities in different aspects of writing. Analytic scoring is particularly useful for second language learners, who are more likely to show a marked or uneven profile across different aspects of writing: for example, a script may be quite well developed but have numerous grammatical errors, or a script may demonstrate an admirable control of syntax but have little or no content. Finally, analytic scoring can be more reliable than holistic scoring.

In this research, the type of assessment that would be used by the researcher is analytical scoring proposed by Anderson (2003:92). The writing evaluation system is based on the six writing components which are idea and development, organization, vocabulary, sentence structure, spelling, capitalization and punctuation.

Table 2: The Scoring Rubric of Writing

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail.	Weak development of topic
Organization	Completely Organized, Smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized

Continued....

Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple word	Poor or inappropriate word choice
Sentence Structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few error (1-5)	Some errors (6-10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1-5)	Some errors (6-10)	Many errors (over 10)

4. Narrative Text

a. Definition of Narrative Text

Narrative is a piece of text that tells a story and has purposes to entertain or inform the reader or listener (Anderson and Anderson: 1997). Narrative has specific features that are different from other text types, for example telling events in chronological orders. Anderson and Anderson (1997) also mention the language features of narrative texts. They are:

- 1) specific characters,
- 2) time words that connect events to tell when they occur,
- 3) verbs to show the actions that occur in the story,
- 4) descriptive words to portray the characters and setting.

b. Generic Structure of Narrative Text

Derewianka (1990) states that the steps for constructing a narrative are:

a. Orientation

This is the beginning of the story in which the writer tells the audience about who the characters in the story are, where the story is taking place, and when the action happens (can be a paragraph, a picture or opening chapter)

b. Complication

The story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s). Narrative mirror the complication we face in life and tend to reassure us that they are resolvable.

c. Resolution

In a “satisfying” narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this of course possible in certain types of narrative, which leave us wondering how the end is).

5. Collaborative Writing Technique

a. The Definition of Collaborative Writing Technique

Harmer (2004:12) says that collaborative writing is a way of planning, drafting, reflecting, and revising by having students involved together in a process of writing. It allows students to get involved when they are working in group. In addition, they also could learn from each other.

Murray in Supiyani (2011) states that collaborative writing is essentially a social process through which writers looked for areas of shared understanding.

The participants in groups discuss the goals which they are going to write. They also exchange idea, thought, and knowledge between them. Then they produce a text as a collaborative work in one session.

Furthermore, Reid (1993) suggests that collaborative writing efforts can increase motivation, risk-taking and tolerance among learners. Collaborative writing can maximize student interaction and writing can be more productive and enjoyable.

In a true collaborative environment, each contributor has an equal ability to add, edit, and remove text. Each member of the group contribute to their group writing in order to produce a better writing. Collaborative authoring, therefore, requires effective communication between members of the writing group. Additionally, working collaboratively can enhance student interaction in the classroom, lower the anxiety associated with completing tasks alone, and raise students' self-confidence.

The communication requirements of the writing task are: task division, brainstorming, editing, general discussion, and goal setting. Besides facilitating the processes of writing, the language and written texts are the products of the group as well as the means of communication. When writing, the author may take times making notes or comments about the text within the text itself. Collaborative authoring, therefore, requires meaningful communication between group members in the writing of a shared document.

b. Organizing Collaborative Writing

Talking about collaborative writing as a technique in teaching writing to students, it is better to consider how to organize students' writing activities. The students need some more direction to go with the activities and the teachers as a facilitator will provide it. According to Dale (1997) there are five points to be taken into consideration when teachers organize collaborative writing in a classroom.

1) Forming groups

Forming groups is done by the teacher to put students in a diverse group. It is a teachers' task to arrange them into different group because if students from their own groups, they tend to make homogeneous ones. One consideration to form diverse groups is that it creates a positive group that enhances each member to interact with partners and assert their individual view.

2) Providing time

Since collaborative writing a bit takes time, that time must be provided for students. Students will have chance to assign their works and make their own discussion.

3) Primary-writer system

This activity is when teachers need to set certain tasks which make students contribute to their works. So, each member of the group is involved in their group work.

4) Assignments

There is not one kind of assignment that works best for collaborative writing. A set of assignment for an entire class is no longer the main importance because it may be different among the groups of students. Each group could write different works within the same or different genres. For that reason, having each group decide on its own topic is certainly appropriate.

5) Focus on process

Since attention to writing process is a weakness to students who are early writers, collaborative writing with its emphasis on process, can be an effective means of the teaching writing process. It facilitates the students to learn strategies from each other. Frakas (1991 cited by Spring, 1997:1) says four possible definitions useful in approaching collaboration through an analysis or process, they are:

1. Two or more people jointly composing the complete text of a document;
2. Two or more people contributing components to a document.
3. One or more person modifying, by editing and/ or reviewing, the document of one or more persons.
4. One person working interactively with one or more person and drafting a document based on their ideas of the person or persons.

The above important points transform the needs of the teachers to effectively organize collaborative writing the in a classroom. It can be inferred that through the activities in collaborative writing, the teachers help students to keep a writing process moving forward. Therefore, to support the students to

make connection between the process and the product of writing it is necessary for the teachers to apply those activities in the classroom.

c. Teaching Writing through Collaborative Writing Technique

In collaborative writing, students work together as a group in order to make a product of their writing. Additionally, another group also has a role in giving feedback to other's group. In order to make collaborative more effective, it is important to arrange the procedure, they are;

1). Planning

At this stage, students spend time on generating ideas, reading, and talking about the topic that students are going to write. They share their ideas in their own group. The teacher also helps them by giving them questions in order to guide them such as what is the story about, who are the characters involved in the story, where it happened, when it happened, the problems happened in the story, and how the main character solved the problem, .

2). Drafting

After discussing idea, students with their groups make a rough draft of their writing. During the activity, the teacher goes around the class to provide guidance and help to the students.

3). Revising and Editing

At this stage, the teacher gives a chance to the students to correct the draft and revise it. The teacher gives an opportunity to the students from other groups to give the corrections, comments or feedback on other groups' writing. It is done when the groups already make a draft of their writing. The students are then

expected to review the correction or the feedback together as a group.

After getting feedback from another group, students in groups edit by making correction in idea and development, organization, sentence structure, spelling, vocabulary, punctuation and capitalization. They may delete irrelevant sentences and rearrange ideas to improve the organization. The students in groups look at their writing and consider what improvement might be made. They also can suggest changes if they are needed.

4). Final Product

After students revise and edit their writing, the teacher asks the students to write the best version of their product. Students re-write their writing by taking accounts any comment, correction, and suggestion given by another group. Then, their final product hand in to the teacher.

5). Teacher Evaluation

After the student do the four stages in writing, the teacher gives evaluation. In this step, the teacher gives comments and feedback to the students. The teacher focuses on commenting on idea, sentence structure, spelling, organization, vocabulary, and capitalization and punctuation. The students are expected to review their correction and feedback. If the students still have the problem related to the corrections, the teacher and the students discuss the problems together.

d. Advantages and Disadvantages of Collaborative Writing

Chin (1996) quotes that collaborative writing is an area where group work may provide significant benefit. It allows students to simultaneously work on different portions of the same document and or to review and critique the written work of others. The writing product may be better because in the writing process they do some steps such as sharing ideas and thoughts, evaluating their group writing, and getting feedback from other's groups as well.

In writing collaboratively, more students take part in the writing process. Having different perspective is important in commenting the result, so the more people looking at the writing, the higher the likelihood that mistakes will be identified and improvements will be made.

Another advantage of collaborative writing is it increases the amount of combined knowledge of the students when they are working together. In areas of intelligence where one person is weak and others are strong, the collective intelligence of a group of students can be a powerful resource. Students who have better knowledge can help others to do the work.

It can be concluded that collaborative writing is an effective way to teach writing to the students. It incorporates students' knowledge, and problem solving abilities into the process of writing. Though the use of specific strategies, guidelines and facilitative activities, students are able to improve upon the steps of the writing process: planning, drafting, editing and final drafting in a collaborative manner that encourages interpersonal communication, cooperation and management.

In spite of the fact that there are some advantages of collaborative writing technique in the teaching and learning process. Collaborative writing technique has some disadvantages as well.

Firstly, the class is noisy. Collaborative writing involves some discussion where the students talk about their idea and opinion. The discussion begins get louder and students are raising their voice. Consequently, the class is likely noise. When students are working in groups, the teacher must keep their voices at a normal level. The teacher must be consistent in enforcing the noise levels that she expects from the students. She must ensure that the noise does not get out of control. She sets reasonable limits if she or he wants students to learn how to manage their own noise.

Secondly, if the students are not matched up well (i.e. high students together, low students together, or a higher student with a low student but they do not work well together) group work will not be valuable. The ability of the students to work in this way needs to be taken into consideration since collaborative writing requires contributions of skills from each and every member of the group. For that reason, the groups must be carefully selected to ensure students can work fruitfully.

B. Relevant Studies

There are several relevant studies related to the collaborative writing technique to improve students' writing skills. One of the researchers who conducted the research about collaborative writing technique is Supiani (2011). She implemented collaborative writing technique in order to improve students'

writing skills at SMPN1 Pelaihari, Tanah Laut Regency, South Kalimantan. She stated that the application of collaborative writing technique could improve students' writing skills. The result of her study explained that in the teaching writing process by applying collaborative writing technique gave significant improvement to the students' writing skills. The students became more active in the teaching and learning process. Besides, their motivation in learning English increased as well.

Another relevant study is the research conducted by Amrih (2012). The researcher also investigated the implementation of collaborative writing technique in teaching writing through classroom action research. The subjects of the research were junior high school students. The researcher conducted the research found that students writing skills was still far from being satisfactory especially in writing recount texts. Based on the research she conducted, she found that collaborative writing technique could improve students' writing skills.

C. Conceptual Framework

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Writing plays an important role in the students' language learning mastery and it contributes to their future professional careers and business goals. Apart from the workplace, writing is essential in many other areas as well.

From the information obtained in the observations and interviews with the English teacher, the researcher found the problem related to the teaching and learning process of writing that happens in SMP N 6 Magelang. Most of the

students face some difficulties in composing sentences into good paragraphs in writing. Those difficulties include the difficulties in term of idea, organization, language use and vocabulary. In addition, students did not get much practice in writing. To solve the problem, the researcher decided to use collaborative writing technique.

Collaborative writing technique is recommended because it has many benefits in the writing learning process. Firstly, it helps the students in sharing their idea because they discuss and work together. Collaborative writing involves more than one person working together to produce a written document. With more minds at work on the project there are more ideas and a variety of perspectives.

Secondly, it helps to have a number of people edit a writing project, so they can make their writing better. Collaborative writing draws upon the strengths of all members in a group. Although one student may be stronger in composing correct sentences or mastering vocabulary, another may excel in organizing. By working in groups, students learn from each other while they complete their project. Additionally, in the process of working together, students give feedback on their writing, thereby they produce more accurate and complex texts.

Thirdly, this technique also can increase the students' confidence and motivation in writing. Collaborative writing enhances students' motivation since they work in a fun way. Students feel more comfortable when they have a partner to share their ideas to the larger group. Moreover, they do not need to worry when they make mistakes in writing.

CHAPTER III RESEARCH METHOD

This chapter discusses the method in conducting the research which contains the research design, research setting, participants, data collecting, data analysis technique, validity and reliability of the data, and steps of the research.

A. Research Design

This study is an action research. Action research is done to acquire information in order to solve the problems that are faced in certain condition or situation. According to McMillan and Schumacher (2010:44) action research is an approach implemented by academicians to make a change in teaching and learning practices and it is usually conducted collaboratively. The main objective of action research is to solve the problems and increase the class performance. It could be inferred that action research should be aimed at improving classroom practice and increasing teachers' understanding of the classroom in the teaching and learning process.

Ferrance (2000: 2) says action research has many characteristics. The first is that action research is not a library project where we learn more about the topic that interest us, but it is a quest for knowledge about how to improve. The second, action research deals with the process how the people work to improve their skills, techniques and strategies. The third, it is not about learning why we do certain things, but how we could do things better. It is about how we changed our instruction to impact students.

In conducting action research, there are some steps that have to be followed in order to improve students' writing skills. The most common and popular steps in action research are proposed by Kemmis and McTaggart in Burns (2010:9). The steps are planning, action, observation, and reflection.

B. Research Setting

a. Place of the Research

The setting of the study was SMPN 6 Magelang. It is located at Jl. Kyai Mojo, Cacaban, Magelang Tengah, Kota Magelang, Jawa tengah. It has eighteen classrooms, a headmistress' office, a teachers' office, a computer laboratory, a mosque, a library, a concealing room, a health center, a basketball field, two canteens, some toilets, and two parking areas. This school has implemented Curriculum 2013. The researcher conducted this study in this school because firstly, based on the observation she did at the preliminary stage, she found that students' abilities in writing were still low.

b. Time of the Research

The research was held in the second semester, from February to May 2015. In conducting the actions, the researcher followed the English schedule of grade VIII E of SMPN 6 Magelang. The following is the time schedule of the research.

Table 3: **The Time Schedule of the Research.**

No	Steps	Month											
		February			March			April			May		
1.	Observation												
2.	Planning for Cycle 1												
3.	Cycle 1												
4.	Planning for Cycle 2												
5.	Cycle 2												
6.	Analyzing data and reporting												

C. Participants

The participants of this research were Grade VIII E students of SMPN 6 Magelang in the academic year of 2014/2015. The researcher only took one class, class VIII E that consisted of 32 students. There are 14 males and 18 females. They were all in the beginner level. Their age is around 13 up to 14 years old. They were chosen as the subjects of the research based on the discussion with the English teacher.

Most of the subjects are from Magelang and they are native of Javanese and Indonesia. English is learnt by them as a foreign language. The researcher

chose this class because the students' writing skills were still low. They did not get many chances to practice writing. Most of the students faced difficulties in writing. It was difficult for them to express what they wanted to write in a piece of paper.

C. Data Collecting

a. Data Collection Technique

The researcher collected the data through observation, interviews, and tests. The observation was done during the process of teaching and learning. The researcher also collected the students' writing after the teaching learning process. It was done to know the students' writing skills on narrative texts through the use of collaborative writing technique and also to know whether the objective of the learning was achieved or not. An interview was given to the teacher and students to know the general condition of the students and to know the teaching writing using pictures series at the class. The test was given to the students in order to know their ability in writing.

b. Research Instruments

To conduct this research, the researcher used the instruments were used to collect the data in each meeting of the teaching and learning process. In the case, the researcher used an observation checklist, interview guidelines, and tests.

1. Observation Checklist

An observation checklist was used to obtain the data based on the observation in the process of teaching and learning writing. There was a list which consisted of the statement about the teaching and learning process and it just

needed to check in the suitable column. The purpose was to know more about the students' ability in writing and their lack in writing. The observer observed all activities done in the process of teaching and learning writing skills through the use of collaborative technique.

2. Interview Guideline

Interview guideline was needed to guide the researcher to interview the teacher and the students at the beginning of observation and the end of each cycle. Interview guidelines contained some issues such as the questions around teaching writing before action, the implementation of the collaborative technique, the problems found during the implementation, and the students' and collaborator's perspective towards the collaborative writing technique.

3. Writing Test

There were two kinds of tests that were used by the researcher. They were the pre-test and the post-test. The test was making a narrative text. The pre-test was conducted in the reconnaissance stage. It was aimed at getting information about students' writing skills. The post-test was conducted in the end of each cycle. It was aimed at measuring students' writing skills after the treatment had been given to the students. The quantitative data of this research was taken from the test.

D. Data Analysis Technique

There were two kinds of data that the researcher got in this research. They were in the form of qualitative and quantitative data. The two data were analyzed in different ways. All the data were interpreted and analyzed by the researcher.

The researcher described the result from the interview, observation checklist and field notes which consisted of the implementation of collaborative writing and also the phenomena which happened during the process of the teaching and learning writing narrative texts. According to Burns (1999) in Burns (2010: 104-105), there are some useful steps that can be followed to get an overall framework for the analysis. The researcher followed the steps proposed by Burns: 1) assembling the data and rereading it again, 2) coding the data into more specific patterns or categories, 3) comparing the data to see whether patterns or categories are repeated across different data collecting technique, 4) building meanings and interpretation, and 5) reporting the outcomes.

Students' writing performance was evaluated by using Anderson's writing scoring rubric, and then the scores were compared in the pre-test and the post-test to see the students' improvement. Students' writing scores in the pre-test and the post-test were analyzed quantitatively using a descriptive analysis to obtain the mean and the standard deviation and t-test to investigate the improvement. To analyze the quantitative data, the researcher used SPSS 16 software. She compared the mean score of each test to know whether or not there was an improvement of students' writing skills. It was used to prove whether there was any difference on the achievement of their writing skills between the pre-test and the post-test. If the value of significance level (α) was less than 0.05, it could be concluded that there was a significant difference between the pre-test and post-test.

F. Validity of the Data

Validity is measurement that is showing the validity level of the instrument (Arikunto; 1998: 160). To make the data valid, the researcher used five kinds of validity based on criteria proposed by Anderson in Burns (1999:161-165). They are democratic validity, outcome validity, process validity, dialogic validity and catalytic validity. They are explained as follows.

1. Democratic validity

Democratic validity is related to people who are involved in the research. The research should allow all of the people who are involved to give their opinions, ideas, comments, and suggestions about the implementation of the action. The researcher interviewed the English teacher and the students before and after the teaching process. It allowed the research to have different point of view of the action. The discussion results then were considered in the evaluation and reflection.

2. Outcome validity

Outcome validity relates to the outcomes achieved within the research context. It is related to the notion of the action to the result that is successful within the research context. The most effective outcome was not only in solving the problem but also leading to new questions. Outcome validity also depends on the process of conducting the research.

3. Process validity

It is related to the process of conducting the research. The researcher made some notes during the teaching and learning process to make the research

believable. The process validity was obtained by doing a triangulation technique. The researcher reports the result of the implementation of the process approach from two different points of view. They are from the collaborator and the grade VIII E students.

4. Dialogic validity

This validity was obtained by discussing the research findings with the English teacher, collaborator and students. The members of discussion were invited to give their opinions and comments related to the research report.

5. Catalytic validity

Catalytic validity refers to how the people involved on the research respond to their own internal changes and how they can make change within the research. To establish this validity, the responses were considered to modify the process.

G. Reliability of the Data

Anderson in Burns (2010: 95-96) says that applying triangulation to data collection means that a combination of angles on the data will help give us more objectivity. The aim of triangulations is to gather multiple perspectives on the situation being studied. It proved that the researcher's reflections and conclusions were supported by the data and not just by her own biases. In this research, the researcher used time triangulation, space triangulation, and researcher triangulation.

1. Time triangulation

It means collecting the data at different points in time. The researcher observed the teaching and learning process and interviewed the teacher and the students before and after the actions.

2. Space triangulation

It means that the data are collected across different subgroups of people. The researcher conducted the action in the class that consists of 32 students who have different abilities in writing.

3. Investigator triangulation

It means that more than one observer who used in this research setting. In this case, the researcher invited the teacher and another observer from the same major.

H. Steps of the Research

The procedure of this research was referred to four steps in action research. The four steps were taken based on the Kemmis and McTagart (1988) theory. Kemmis and McTagart in Burns (2010:9) developed a concept for action research which proposed a spiral model comprising four steps: plan, act, observe and reflect (see Figure 1). The four steps are explained as follows.

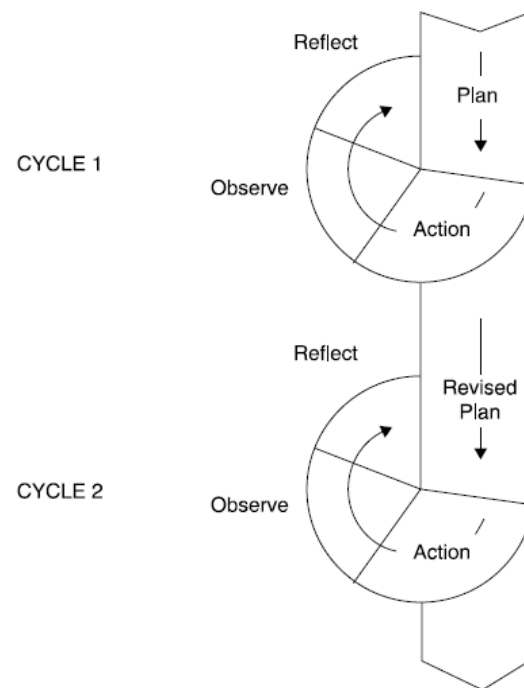


Figure 1: **Action research model developed by Kemmis and McTaggart in (Burn, 2010)**

a. Reconnaissance

Firstly, the researcher did preliminary study by identifying the problems in the classroom during the teaching and learning process. She identified the problems through observing the writing teaching and learning process and interviewing the English teacher and students. In this stage, she also conducted the pre-test in order to measure the students' abilities in writing. The result of the preliminary study guided the researcher to determine the problem of the study, the objective of the study, the instruments, the data collection techniques, the data analysis, and anything related to the research preparation.

b. Planning

The researcher formulated plans to conduct the research based on the problems found in the teaching and learning process. In specific definition, this step discussed the planning before she planned the materials, the target of learning, the indicators of learning, the time allocation, the assessment used in which usually it was stated in the form of lesson plans.

b. Action

In this step, the researcher tried to implement the plans of actions that had been stated previously. Modification was permitted as long as it did not break the principles which had been formulated. Related to the research project, she implemented the research planning that was explained in the form of lesson plans. The lesson plans were needed as guidance to describe the effectiveness of collaborative technique in writing narrative texts.

c. Observation

This action ideally was done by the researcher and the collaborators. This way was considered very ideal to reduce the subjectivity of the data collected. In this research, the researcher work collaboratively with the English teacher and the researcher's colleague as the collaborators. They helped the researcher to record all the changes in the classroom during implementations of the actions in the cycle.

d. Reflection

After doing the observation, the researcher reflected on the findings. She and the collaborators discussed together to analyze the data collected from the

observation. All the findings formulated together in this step with the collaborators as the result of the direct observation in the class.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Chapter IV presents the process of the research conducted in Cycle 1 and Cycle 2. Each cycle consists of planning, actions, observation, and reflection.

A. Reconnaissance

1. Identification of the Problem

To identify the problems in the process of teaching and learning writing in VIII E class, the researcher interviewed the English teacher and the students. In addition, the researcher did a classroom observation. One of the results of the observation was a vignette. It describes the process of teaching and learning, and also the students' attitude toward it. Here is the example of the vignette;

Day/Date	: Thursday, March 5, 2015
Time	: 11.40-12.20 WIB
Place	: Classroom of VIII E
Activity	: Observation

The teacher entered the class at 11.00 a.m. Some students were busy talking to their friends. There were also students who did not sit on their seat and did homework for the next subject. Then, the teacher greeted the students and asked their condition. "How's life?" then the students answered "Alhamdulillah, fine thanks and you?" the teacher answered "Alhamdulillah, I am fine too, thanks." Then the teacher asked "there are three empty chairs, who are absent today?" the students answered "Arsyal, Gaizka and Alya." The teacher asked, "Well, today Gaizka is absent. How about yesterday? Was Gaizka absent yesterday?" nobody answered the teacher's question. The teacher repeated the question. The teacher asked one of the students named Adilla. Adilla answered "Gaizka was present yesterday." Then the teacher asked to other students. The students answered "Gaizka was present yesterday." Then the teacher said "Gaizka is absent today. Gaizka was present yesterday." The teacher asked the students to repeat the sentences. The students repeated.

Then, the students asked the students whether there was the difference or not between the sentences. One of the students answered,

“*Hari ini menggunakan ‘is’ kemudian kalau kemarin menggunakan ‘was’.*” The teacher said “good, Nabila.” So the difference of the sentences is ‘to be is and to be was’ “*namatensesnya apa Fajar?*” Fajar remained silent. The teacher asked “*ada yang ingattensesnya apa?*” one of the students answered “past tense”. The teacher said “good, past tense. Do you still remember whether the simple past tense is used for descriptive or recount text? The students remained silent. Then, one of the students answered “recount text.” The teacher continued the question, “nominal or verbal?” nobody answered. The teacher wrote on the whiteboard about nominal and verbal sentences. The teacher explained the differences between nominal and verbal sentences.

Next, the teacher asked “*sewaktu istirahat tadi apa yang kalian lakukan?*” one of the students named Sani answered “*membelies di kantin Pak Yanto.*” “can you say it in English?” “I buy ice in Pak Yanto.” Then the teacher asked “what is the past form for “buy” ?” the students remained silent. Then the teacher wrote on the white board “buy-bought-bought”. The teacher then said, “Sani bought some ice cream just now in Pak Yanto’s canteen just now.” The teacher asked the students to repeat the sentence.

“How about the time signal?” one of the students answered, “lampau.” And then, the teacher explained about the past form. The students listened to her explanation. “*Apakah ada masalah dalam perbedaan antara present tense dan past tense?*” the students said “tidak.” Then the teacher said, “*sekarang ya kita lihat yang kemarin. Sekar, sekarang maju.*” The teacher pointed one of the student to stand in front of the class. “*sekarang Fajar, berikan satu kata dalam bahasa Indonesia, kata kerja, ambil dari buku halaman 167 dan 171. Kemudian sekarnya sebutkan bentuk kedua dan ketiga dari kata tersebut.*” Fajar remained silent. Then the teacher pointed out Adilla, and Adilla said, “membaca.” Sekar said read, read, ... (yet she pronounced wrong the word ‘read’ in past form). She forgot the V3 of read. The teacher asked the students to help Sekar. The teacher also corrected sekarnya pronunciation. The teacher asked the students to give applause to Sekar.

Next, the teacher asked the students to listen to her and repeat after her. The teacher asked the meaning of the words. Some students knew the meaning of the words, while the rest remained silent when they were asked by the teacher. The teacher asked, “any problem up to this?” the students said, “no.” “Now, please work with your group to continue your assignment.” All students moved from their chairs and then they worked in their group. The students were very noisy. Some students asked permission to the teacher to go to the library for borrowing dictionaries because most of the students did not bring it to the class. Then, they continued their work. The teacher sat in the front of the class. Then the teacher walked around to control the students’ group work. Some

students were talking to each other. Then the teacher asked, “have you finished?” the students answered, “not yet.” The teacher gave 10 minutes to finish their work.

After that the teacher asked one of the members of each group to present the result. And then, the students presented their results. For example, “no.1 is wrong and so on.”

Then, the bell rang. The teacher asked the students to write difficult words in their book. The teacher also asked the students to continue their journal, and complete the tasks. The teacher also said that the students will have mid-exam next week. The teacher ended the class by greeting the students. The teacher leaved the class.

The vignette shows that the activity during the process of teaching and learning was not quite successful in getting the students’ interest. Most of students got bored during the class. They had no motivation to be engaged during the teaching and learning process. Some of them were busy talking to their friends during the class while others did not pay attention to the teacher’s explanation. The students’ participation during the teaching and learning process was needed to be improved. In addition, the teacher had limited time to teach writing. She even did not give much time to let students practice writing. The students did not make a product of writing.

The researcher then also interviewed some students to identify problems that they faced. The interview transcript also shows the same condition of students’ participation during the teaching and learning process conducted by the teacher.

R	: Do you like English?
S27	: No, Miss.
P	: Why?
S27	: Because English is difficult to learn. In addition, the learning process is boring.
P	: Why is it boring?

S27	: Because I think the learning process is monotonous and I do not understand the material.
P	: Is the teacher's explanation not clear?
S27	: Yes, Miss.
P	: Why don't you ask the teacher if you do not understand the material?
S27	: Because I am afraid and the teacher is too serious in teaching.

(Interview transcript 3, February 26th 2015)

After the researcher conducted the pre-test, she identified students' problems in writing. The first problem faced by the students in writing was related to generating ideas. In the pre-test, the students were given 40 minutes to write their favorite narrative texts (fable) in at least three paragraphs. However, most of them were confused and did not know how to deliver their ideas in writing. As a result, most of their stories were not finished yet. It was because they were lack of vocabulary. It was supported by the following interview transcript.

R	: What is the difficulty that you face in writing?
S1	: When I should translate it into English. Sometimes, I write sentences in bad orders. I also find it difficult when delivering ideas into a piece of paper.

(Interview Transcript 5, February 26th 2015)

The next problem found in writing was sentence structure mastery. Almost all students were confused about how to construct sentences. Students tended to make sentences in not good order. Additionally, they often made mistakes in grammar. It seemed that they still lack of knowledge in grammar.

Vocabulary mastery became the third problem faced by the students. Their vocabulary mastery was still low. In the pre-test, they were not allowed to open their dictionaries. They used many Indonesian words in their writing when they did know the word in English. Sometimes, they misspelled some words.

Additionally, it was also represented in their word choices in their writing. Most students used inappropriate words related to context to express their ideas and thought. The figure below is an example of students' writing in the pre-test.

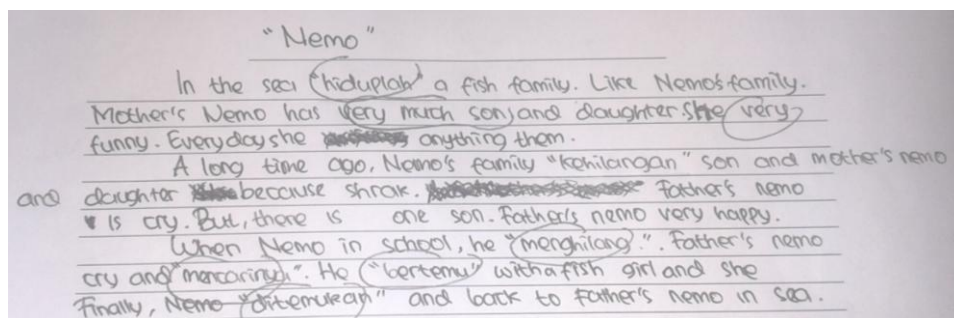


Figure 2: Students' Writing in the Pre-test

Students were also not aware with the punctuation and capitalization. Details about punctuation and capitalization, and spelling are important to master. However, some students did not begin to write with a capital letter in writing when they should do to. Sometimes, they also forgot to put full stop at the end of the sentences. They seemed ignore the important of punctuation and capitalization.

Based on the identification of the problems above, there were several problems which occurred during the teaching and learning in the classroom. The following table presents the identified problems.

Table 4: The Field Problems

No.	Problems
1.	Most students were not ready for the lesson when the teacher entered the class.
2.	Some students were busy talking to their friends when the teacher explained the lesson material.

Continued

Continued...

No.	Problems
3.	There were students who did homework in the class. Therefore, they did not pay attention to the teacher's explanation.
4.	Students did not feel motivated in learning English since they think that English is a difficult subject to learn.
5.	The students were afraid of asking questions related to the materials.
6.	Most students were passive in the class.
7.	Almost all students did not bring their dictionaries.
8.	Most students did not finish their assignment given by the teacher.
9.	The students met several problems related to aspects of writing such as grammar, vocabulary, punctuation, and capitalization.
10.	The students took long time in finishing their work individually.
11.	The teacher focused on reading rather than writing.
12.	Students had less practices in writing.
13.	When the teacher asked the students to share their ideas and opinions, they tended to be passive because they did not know how to deliver their ideas in English.
14.	The source of materials was only from the textbook given by the government as the reference, so they got limited input.
15.	Students found difficulty in generating ideas.
16.	The teacher did not use media to support the teaching and learning process.

After determining the problems above, it is clear that the teaching and learning process in the class needed to be improved. Therefore, the researcher together with the teacher as the collaborator made plans for actions in order to solve the problems. There was also a student from the same major as another

collaborator to observe the class during the teaching and learning process. The collaborator also took pictures, notes and recordings in order to support the evidences of the research.

2. Selecting the Problems

After doing observation, interviews, and the pre-test, the researcher found that students' writing skills were still far from being satisfactory. The students lacked practice in writing. Considering time, energy, feasibility, and priority, it was hard to solve all problems found. The following table presents the list of the feasible problems to solve.

Table 5: Feasible Problems to Solve

No.	Problems
1.	Students did not feel motivated in learning English since they thought that English is a difficult subject to learn.
2.	The students met several problems related to aspects of writing such as grammar, vocabulary, punctuation, and capitalization.
3.	Students found difficulty in generating ideas.
4.	Students had less practices in writing.
5.	The source of materials was only from textbook given by the government, so they got limited input.

3. Determining the Actions to Solve the Problems

To overcome the field problems found, the researcher proposed some action plans as follows;

1. Using classroom English in order to make them practice using English when they were communicating.

2. Using collaborative writing technique to employ the stages of teaching and learning in writing narrative texts.
3. Enriching materials to support the students in learning narrative texts, so they got input not only from the textbook by the government.

B. Report in Cycle 1

The teaching and learning process in Cycle 1 was divided into two meetings. Each meeting took 80 minutes. In the first cycle, the researcher and collaborator managed three steps as follows;

1. Planning

a. First meeting

1. Explaining what a narrative text is, language features, and generic structures of a narrative text.
2. Teaching the students how to write a narrative text using language features and generic structures of a narrative text including orientation, complication, and resolution.
3. Applying the collaborative techniques in teaching writing. The activities were as follows;
 - a) Dividing the students into groups. Each group consisted of 4 students.
 - b) Giving the students assignment as a group work.
 - c) Giving time to the students to work together in groups.
4. Providing observation sheets
5. Making notes to record the teaching and learning process.

b. The second meeting

1. Giving tasks to the students. Students worked in groups.
2. Asking them to write a narrative text (fable) with their group. They chose any topic that they liked.
3. Applying the collaborative writing techniques in teaching writing. The activities were as follows;
 - a) The students shared their own ideas in their collaborative group. Then, they chose one topic for their fable text.
 - b) The students were asked to do planning and drafting on their first draft.
 - c) The students gave feedback on other group's work.
 - d) The students evaluated their writing, revised and edited it.
 - e) Students finished the final draft of their writing.
 - f) Students submitted their final draft of their writing.
 - g) The researcher gave evaluation
4. Providing observation sheets
5. Making notes to record the teaching and learning process.

2. Action and Observation

In Cycle 1, the action was conducted in two meetings. Each meeting took 80 minutes (2X40 minutes). In the first meeting the researcher focused on teaching the students about the purpose, language features and the generic structure of a narrative text including orientation, complication, and resolution. The researcher gave some tasks to enrich students' understanding of narrative texts in the form of fable.

In the second meeting, the researcher focused on students activities on their group writing. She gave time to the students to work in groups. Then, they gave peer-feedback on other groups' writing. In addition, the researcher also gave the feedback on the students' writing in order to let them evaluate their writing. At the end of the meeting the students were asked to do their final draft. The detail of actions in each meeting is discussed as follows;

a. First meeting

The first meeting was held on Thursday, April 9th, 2015. The researcher here acted as the classroom teacher and the English teacher as the observer. There was also a student of English Education as the collaborator. At the end of each meeting the observer and the collaborator gave feedback to her about her performance. The collaborators sat in the back row to observe the teaching and learning process.

The researcher opened the class by greeting the students and then checking their attendance. To start the lesson she warmed up by asking some questions related to narrative texts. For examples, "Have you heard/read stories such as *Bawang Merah Bawang Putih*, *Kancil Mencuri Timun*, or *Danau Toba*?". All students answered yes. Then, she said that they would learn about narrative texts. She also said that at the end of the lesson, students would write a narrative text. The researcher then asked the next question, can anyone tell me in briefly what the story told you about? Most students kept silent. One of the students raised her hand and told that a story that she ever read. She told the story in the form of present tense. Then, the researcher gave a chance to another student who wanted

to share a narrative story. Again, another student told the story using present tense.

After that, the researcher distributed the model text to the students. They began with Task 1, reading a story entitled “The Wolf and the Goat” and answered questions in Task 2. After reading the story, the students were asked to list things that they wanted to know further. The students had 10 minutes to write things that they wanted to know further. They were monitored by the teacher.

After ten minutes, she asked the students about the text given. She asked the students whether they wanted to share their list of things that they wanted to know further or not. At first, students tended to be passive in the class, yet when the researcher said that she would give a sticker to those who wanted to share a list of things that they wanted to know further, they raised their hands enthusiastically. She also said that it did not matter if they made mistakes because they were still learning. After that, the students reread the text. They tried to collect information in the text. Then, students collected information about narrative text from the researcher and the material given in the handout as well. The researcher then explained the purpose, generic structure, and language features of a narrative text.

Students got the information that the generic structure of a narrative text consists of orientation, complication, and resolution. In the orientation, they found the participants in the story. In the complication, they found conflict. In the resolution, they found a solution for the complication. In narrative texts, a

resolution can be happy ending or sad ending. The students also got moral values from the story. The moral values can be implicitly or explicitly found in the text.

Afterwards, the researcher asked the students what tense was used in a narrative text. Most of them answered past tense. However, there were students who answered present tense. Then she answered the questions by guiding them to read some sentences in the text, for example, “Once upon a time, a wolf, which was out searching for a meal, saw a goat feeding on grass on top of a high cliff”. Students then were asked to identify the tense used in a narrative text. When she asked again about the tense, “so, what tense is used in the text?” almost all of them answered past tense while students who doubt about the answer just listened to their friends’ answer.

Next, the students listened to the teacher’s explanation about the structure of the simple past tense and verbs used in a narrative text to make them understanding the sentence used in a narrative text. The students were invited to give examples of sentences in the form of past tense. The students also got knowledge about regular and irregular verbs. In addition, the researcher explained the present tense used in a narrative text which is usually used in conversations in the text. The students also learned about another language feature of a narrative text which was signal words. They got some examples of signal words from the text such as then, next, afterwards, just then, and an hour later. Then, they underlined the signal words in the text that they had read.

After having a discussion about two examples of narrative text, the researcher made a conclusion about a narrative text and how to write it. The

researcher then divided them into groups. The total number of students of VIII E was 32 students. Each group consisted of 4 students. Therefore, there were eight groups. The students were asked to do exercises related to the narrative texts. Each group should work collaboratively to finish their tasks. The first task was reading the text in Task 5 and then together with their group answering the questions in Task 6. It was aimed to make the students understand what the story was about. The next task was identifying generic structure of the text. It was aimed at ensuring that they had understood the generic structure and could identify the generic structure of a narrative text. In Task 8, students completed words in the column with the correct form of the verbs and write the meaning of the words. It was aimed to enrich their vocabularies and help them to practice word changes. The next activity was arranging jumbled words into good sentences. It allowed students to write sentences in good orders since when they wrote a text even a sentence they made mistakes in ordering the words. It was found on almost all students' writing in the pre-test. This task made them write simple past tense sentences and allowed them to practice writing sentences used simple past tense. The students discussed the sentences and the researcher gave them the opportunity to share their ideas. The researcher found that students were still low in arranging word sentences. For example, they wrote the answer for number 4 in Task 9 as "Once upon a time there lived a crocodile greedy in the river."

In Task 10, students were asked to arrange paragraphs into a good text. The researcher found that students did not find significant difficulty in doing this

task. However, because they lacked vocabulary, they needed to translate it first. In Task 11, they listed the difficult words in the text and found their meaning on the dictionary. Again, it was aimed to enrich their vocabulary.

Afterwards, the researcher told the students to submit their work 10 minutes before the class ended. However, they had not finished all tasks yet. Therefore, she and the students only discussed Task 6 up to Task 9. Although students could not finish all tasks, they showed that they worked cooperatively. Working collaboratively reduced their anxiety. It could be seen from their discussion where all members were involved. They were

Then, the researcher discussed the answers with them. She invited students to give their answers. In order to appreciate them in answering the questions, they were given a sticker. Since they had limited time, Tasks 10 and 11 were discussed in the next meeting. Before leaving the class, she and the students concluded what they had learned on that day including the definition of a narrative text, its generic structure, and language features. She asked whether they had understood or not. All students answered yes. The students were reminded to bring the dictionary in the next meeting. In addition, students had to write the first draft of their group writing as their homework. Finally, the researcher asked whether they had any question or not. They answered no. Then, she closed the class by greeting them.

b. Second meeting

The second meeting was held on Wednesday, April 22nd, 2015. The researcher came to the class with the collaborators. The collaborators sat in the back row to observe the teaching and learning process. She opened the class by

greeting the students and then checking their attendance. Before continuing the material, she recalled students' memory about the previous material by asking them generic structure and language features of a narrative text. Students answered the questions enthusiastically.

Then, the students joined their group. Firstly, they discussed Tasks 10 and 11. The students did not find significant difficulty in doing the tasks. After discussing the tasks, they submitted their first draft of their writing and then exchanged it with another group. Another group gave feedback on their draft. They had 5 minutes to give the feedback. The researcher monitored the process of giving feedback done by the students. She also helped them in giving the feedback. Most of them felt happy when they corrected another group's writing.

Five minutes later, students got their draft completed with the correction on their writing. The researcher gave 40 minutes to finish their final draft. She monitored the students. During 40 minutes students discussed their writing with their group. Each member contributed to their writing. The following figure shows students' activity in writing collaboratively. They participated in sharing ideas and also helped each other as teamwork.



Figure 3: Students share their ideas in their group about a narrative text

During the process it could be seen that they enjoyed when they wrote together with their friends. They helped each other. When one of the members in a group felt confused or did not get any idea, the others helped her/him. It is described by the following field notes. However, it was found that some students did not participate actively.

Students felt enthusiastically writing with their friends in groups. However, there were several students who did not participate actively. Then, the researcher reminded the students that they should contribute to their writing.
(Field Notes No. 12, Wednesday, April 22nd 2015)

After they finished their writing, they exchanged their work to another group. They gave feedback on other groups' writing. The researcher observed the students' activity.

After they got their own writing, they read it back. From the activity, the researcher found that students then realized that they made mistakes in writing a narrative text. They realized that they were mostly not aware of punctuation and capitalization. In addition, some groups still forgot to change the verbs into the

past form. Then they revised their text. It was about 10 minutes before the bell rang the researcher asked the students to stop writing. They were asked them to continue writing the final draft which had been revised in their house. She then asked the students which part that they found difficulty. Some students said that they often forgot to change the verbs. She then concluded what they had learnt on that day. Then, she closed the class by greeting them.

C. Reflection

After analyzing the process and the results as well in Cycle 1, the researcher and the teacher had a discussion about the influence of actions towards the students' writing skills. The reflection then was used as a plan of actions that would be implemented in Cycle 2.

The teaching and learning process in Cycle 1 ran well. Because students worked in groups, the researcher monitored students by walking around the class during the learning process. She also ensured that the students understood the material given by asking the students whether they found difficulties or not.

There were some improvements found after students did collaborative writing with their group. The following interview transcript presents how students felt when working in groups. This interview can be said as the process validity.

R	: Did you enjoy writing collaboratively?
S24	: I enjoyed it very much. We could finish the work faster.
R	: How about your friends? Did they participate in writing the story?
S11	: Yes, Miss. All of the members of my group participated in writing the story. We also divided things we should do, for example my friend wrote the story on the paper while another member looked for the meaning of the words on the dictionary.
S24	: Yes, that is right.

P	: Then, what other things that you can get from writing collaboratively?
S24	: We could share our ideas. Before deciding the title of our fable, everybody in my group shared their ideas.
S11	: In addition, We helped each other. When we did not understand, a friend would explained to us and we wrote the story together with friends in the group.
(Interview Transcript 6, April 23 rd 2015)	

The condition was quite different before collaborative writing implemented. Students frequently made errors in grammatical rules, words order, and spelling. On the sentence structure students often confused about the past tense. The following interview transcript shows the students' difficulties in using past tense to write a narrative text.

R	: Did you find any difficulty in writing a narrative text?
S16	: Yes, Miss. I often forget to change V1 to V2. It sometimes makes me confused.
(Interview Transcript 7, April 23 rd 2015)	

However, the researcher did not find any difficulty in teaching narrative texts. In the first meeting, she focused on teaching about the generic structure of a narrative text, language features especially the use of the simple past tense. She also provided the handout to support them in understanding the material. At first, the students found difficulties in differentiating regular and irregular verbs. It showed when they were asked to complete verbs form which needed filled by present participle, past participle, and their meaning. This guided practice facilitated them to enrich their vocabulary and enhance the grammar focus used in a narrative text.

Working collaboratively helped them to understand the materials given. They could share their ideas to their friends. They also could ask their friends when they got difficulties. However, the researcher found that there were some students who did not participate actively in the group discussion. It was because they were not confident to share their ideas to their friends. In order to know how the students felt when writing collaboratively and whether the students like working in a group or individually, she interviewed them. This interview can be said as process validity.

P	: How do you feel when you write collaboratively?
S20	: I felt happy because the learning process was more relaxing. In addition, we could help each other when writing the narrative text.
P	: “Help each other in which part?”
S20	: “In generating ideas and looking for the meaning of the words.”
R	: “Do you like working in group? Or individually?”
S20	: “Working in a group.”

(Interview Transcript 8, April 23rd 2015)

In the second meeting they produced a narrative text. It was the last meeting of the first cycle. The result showed their improvement in writing especially in terms of organization, sentence structure, and vocabulary. However, they needed to have more practices on the language use. They tended to change all verbs into past form just because they knew that a narrative story tells a past event. Yet, some students still forgot to write the verb in the past form. The figure below presents one of the students' writing in post-test Cycle 1.

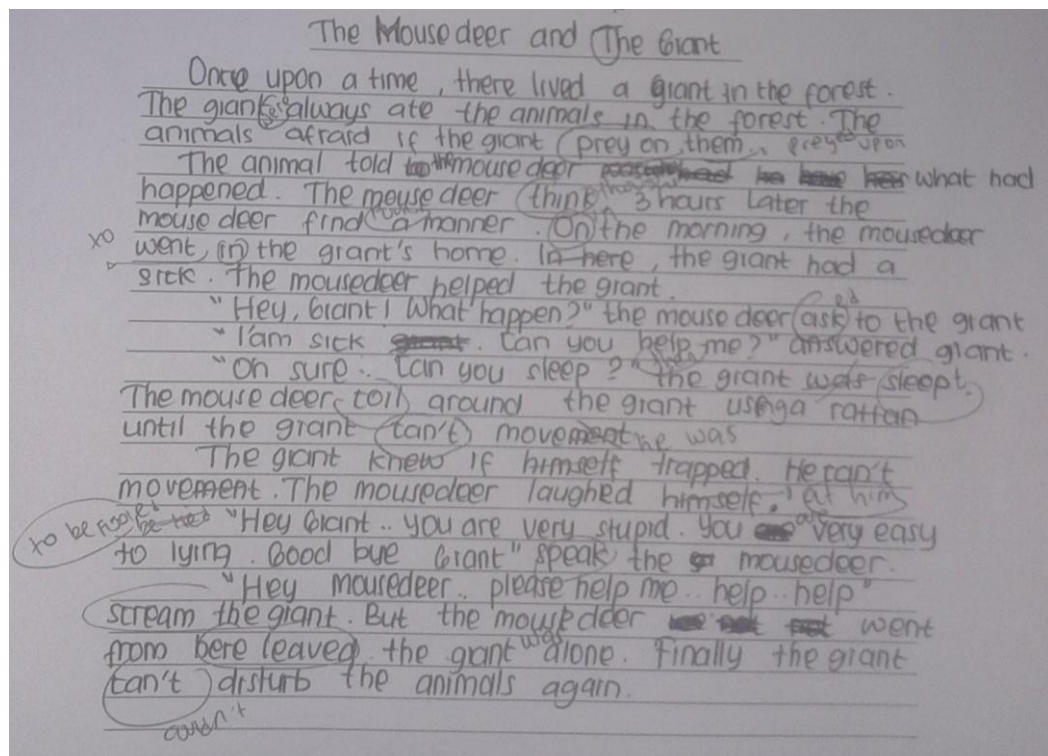


Figure 4. Student's Writing in the Post-test Cycle 1

After conducting all activities from the first meeting to second meeting, the researcher found that students' behavior toward the teaching and learning process had changed. Although there were students did not participate actively in group and seemed they could not follow the lesson well, most of them had shown the improvement on their writing skills and behavior toward the teaching and learning process. To complete the democratic validity the researcher also interviewed the student, it was presented in the following transcript.

- | | |
|-----|--|
| P | : How did you feel when you wrote the text in a group? Are you happy? |
| S16 | : It was fun, Miss. I am happy. |
| P | : why? |
| S16 | : because my friends helped me to write the narrative text. So, we could work quickly. |

(Interview Transcript 7, April 23rd 2015)

C. Report of Cycle 2

Different from the first cycle which was divided into two meetings, this cycle consisted of three meetings. To achieve the use of collaborative writing in this cycle, the researcher and the collaborator developed activities related to language used and vocabulary.

1. Planning

After reflecting Cycle 1, the researcher and the collaborators planned to make some improvements for the next meeting. They created more tasks to support the students in learning narrative texts in order to make them more understand the material. Additionally, looking back to the process of teaching and learning in Cycle 1 where some students in some groups did not participate in their groups, the researcher decided to exchange some members of some groups in order to make all students got involved in the discussion.

a. Third meeting

1. Controlling the class to be more conducive.
2. Asking the students to bring their dictionary because it was needed.
3. Giving more explanation on language features and past-tense.
4. Dividing the students into groups of four. The members of some groups are quite the same as in the Cycle 1, but some students were exchanged. They did some tasks.
5. Preparing the observation sheet
6. Making notes to record the teaching and learning process.

b. Fourth meeting

1. Continuing the tasks done by the students.
2. Discussing the tasks.
3. Inviting students' participation in discussing the tasks.
4. Applying collaborative writing technique:
 - a) The students shared their own ideas in their collaborative group. Then, they choose one topic for their fable text.
 - b) Students in groups wrote their first draft of their writing and exchange it to another group.
 - c) Students in groups gave comments, corrections and suggestions on another group writing.
5. Preparing the observation sheet
6. Making notes to record the teaching and learning process.

c. Fifth meeting

1. Applying the collaborative writing techniques in teaching writing. The activities are as follows;
 - a) The students evaluated their writing, revise and edit it.
 - b) Students finished the final draft of their writing.
 - c) Students submitted their final draft of their writing.
 - d) The researcher gave evaluation and feedback.
2. Giving the students a chance to ask questions related to the material.
3. Having a discussion with the students about their difficulties found during the teaching and learning process.

4. Preparing the observation sheet
5. Making notes to record the teaching and learning process.

2. Action and Observation

In this cycle, there were three meetings (fourth meeting, fifth meeting, and sixth meeting). However, in the fourth meeting the time was only 40 minutes. In this cycle, she provided a handout. The text type used was still narrative text.

a. Third meeting

The third meeting was held on Thursday, April 23rd, 2015. The researcher came to the class with the collaborators. The collaborators sat in the back row to observe the teaching and learning process. She opened the class by greeting the students and then checking their attendance. She also told the learning objective and the material that the students would learn.

Before asking the students to work in groups, the researcher recalled students' memory about the generic structure and language features of a narrative text. Afterwards, she asked the students to join their group. Then, she gave them the handout that would be used in teaching and learning processes during Cycle 2. She then began from the first activity. The students were asked to read the model text in Task 1. After reading the text, in Task 2, they answered questions with their group. In Task 3, they should identify things they wanted to know further related to the text. They discussed it with their groups and propose temporary answers as requested in Task 4. Because they already knew about the social purpose, the generic structure and the language feature of a narrative text, most students wanted to know about the difficult words. They listed the difficult words

based on the text in Task 1. The researcher gave 10 minutes to the students to do the activity. To monitor the students, the researcher walked around the class. She also asked the students whether they found difficulty or not.

Next, students continued the activity. They read the text in Task 1 once again to get the information. They discussed the text with their group. The time for doing the activity was 10 minutes. After discussing the text, the students shared the information they got from the text. One of the groups initiated to share what information they got within the text. They explained the story briefly. They also mentioned the generic structure, language features and also verb used in the text. The researcher always appreciated those who bravely answered questions. In order to ensure students' understanding about narrative text, the researcher asked other students to mention what the social function, the generic structure and the language feature of a narrative text are. All students answered correctly. She also asked the students to check the verbs used in the text. She asked the students to mention the verbs and then asked them the meaning of the words. The students also always had a chance to ask her if they had any question related to the lesson.

Then, the students with their groups completed missing words in a paragraph in Task 6. Almost all students brought their dictionary, so they did not find any difficulty in doing the task. They also listed difficult words in the text and found the meaning as requested in Task 7. However the bell rang before the researcher and students discussed the correct answers for the task. Therefore, she decided to discuss the answers in the next meeting. The students also were given homework.

Before closing the meeting, as usual, the researcher invited the students to conclude what they had learned at the day. She then asked the students whether they had questions related to the material or not. Students said no. She then closed the meeting by greeting the students.

b. Fourth meeting

The fourth meeting was held on Wednesday, 29th April 2015. The researcher came to the class with the collaborators as usual. The collaborators sat in the back row to observe the teaching and learning process. She opened the class by greeting the students and then checking their attendance.

Afterwards, she asked the students about what they had learned in the previous meeting. All students answered enthusiastically. She then asked about the homework given. She and the students then discussed the answers of Task 6, completing the missing words. All groups had completed Task 6. She then asked the students who wanted to be volunteers to answer no 1 to 12. Almost all students raised their hands. Next, she pointed out some students to share their answers. However, there were some of them gave wrong answers. She then helped them by inviting other students to give the right answers. She also asked them the meaning of the sentences. The discussion ran well. She appreciated students' work. The students also had listed difficult words as requested in Task 7.

Later, students continued to do Task 8 and Task 9 which was about arranging jumbled words into good sentences and jumbled sentences into a good paragraph. When the students worked with their groups, the researcher walked around the class to monitor them. After they finished their work, she asked them

to exchange their group work. After that she asked the students to share their answers. Almost all students raised their hands enthusiastically when she asked who want to answer. Students became more confident to answer the questions since the researcher guaranteed them that they would not be blamed even though their answer was wrong. Some of them wrote down the answers on the whiteboard. She also reminded them to pay attention to punctuation and capital letters. Some students still did not start the sentences with the capital letter and end the sentences with full stop. She then checked their answers one by one. All students were involved to check the sentences. There were two sentences which were still wrong. She asked the students whether they wanted to correct it or not. A student then tried to correct the sentence. Then they got scores from the correct answer. The winner was the group who got the highest score.

In Task 10, students changed the words in the brackets with the correct forms. All students did not find significant difficulty in doing the task. Then, the researcher and the students discussed the answers. All students raised their hands enthusiastically whenever the researcher asked the students who wanted to answer. However, she always tried to be fair by giving chances to those who had not given or shared their answers yet.

After doing the task, the students wrote the first draft of their writing. The students shared their ideas in their group. They helped each other. The researcher monitored them. When the students felt confused they asked her. Compared to Cycle 1, in Cycle 2, students had more ideas. They also prepared the dictionary to

help them. After they finished their first draft they exchanged their work to another group. Another group gave the feedback for their draft.

Then, the bell rang. Before closing the class, the researcher concluded what they had learnt. She then asked whether they had any question or not and they answered no. They also said that they already understood about a narrative text. She closed the class by greeting them.

c. Fifth meeting

The fifth meeting was conducted on Thursday, 30th April 2015. As usual, in this meeting the teaching and learning process took for 80 minutes. After conducting the teaching and learning process, the researcher would give the students test after Cycle 2. She came to the class with the collaborators as usual. The collaborators sat in the back row to observe the teaching and learning process. She opened the class by greeting the students and then checking their attendance list. All students were present. She also asked the students whether they all brought their dictionary or not. All students brought their dictionary.

Afterwards, the researcher asked the students to work in groups continuing the draft of their writing. She gave 40 minutes to write the final draft of their writing. She walked around the class and checked every group progress. She always reminded of the students to pay attention to the punctuation and capital letter as well. She found that they were more aware of using capital letter and punctuation.

After students finished the final draft of their writing, they exchanged it to another groups. The researcher gave 10 minutes to the students to give the

feedback on another group's writing. Next, she invited any group to present their findings. One of the representatives of Group 5 presented their group result. She also asked all students to pay attention on the text.

When R says, "Who wants to be volunteer presenting the result? Almost all students raised their hands enthusiastically. However, because they had limited time, so R only asked one group to present their result while the rest should pay attention to the text. Students were allowed to give any opinion.

(Field Notes No. 18, Thursday, April 30th 2015)

To sum up, the researcher asked the students what they had learnt related to the narrative texts. All students could answer correctly. Then, she said that they would have a post-test at the end of the meeting. They would have 40 minutes for the post-test. She also gave time for the students to prepare themselves for the test.

3. Reflection

After analyzing the process and the results as well in Cycle 2, the researcher and the teacher had a discussion about the influence of actions towards the students' writing skills.

The teaching and learning process in Cycle 2 ran well. In this cycle, the researcher found some improvements on students' writing skills and their attitudes toward writing itself.

The implementation of collaborative writing technique in the teaching and learning process can improve the students' vocabulary mastery as well. The researcher provided activities that enabled them to improve their vocabulary such as completing vocabulary column and writing difficult words from the text given and then finding their meaning. These activities facilitate them in enriching their vocabulary. In this cycle, the researcher found that students could use appropriate

words in writing. In addition, they did not get confused to write because they had more vocabulary. Having more vocabulary helped them to write easier. This conclusion is supported by the following interview transcripts.

R	: What about the tasks given to you, Did they help you?
S19	: It helped me a lot, Miss. For example, when I should complete the missing word and filling the column, I opened the dictionary to find the meaning. So, I learnt new words.
R	: So, your vocabulary mastery increases?
S19	: Yes, Miss, my vocabulary mastery increases.
(Interview Transcript 14, Mei 4 th 2015)	

Furthermore, the researcher found that the biggest problem faced by the students in writing was grammar. It was showed from the product itself that some of them still made many mistakes in grammar. However, the result shows that after the implementation of the collaborative writing technique, their grammar is getting better. The researcher provided exercises that helped them in learning grammar. The exercises guided them to learn about grammar. In addition, she also implemented giving feedback for the students. Feedback provides a clear expectation of their writing performance. Through feedback they were aware of their grammar. Becoming aware of those areas that needed improvement had helped them in improving their writing performance. The feedback not only came from peer, but also from the researcher. After giving feedback the researcher also gave the students explanation so the students could evaluate their writing.

The following figure is an example of students' writing in the post-test of Cycle 2. It is obvious that they still made some mistakes but those were not as many as the mistakes found in their writing in the pre-test. This figure supported

that the implementation of collaborative writing technique can be claimed that it can improve the students' writing skills.

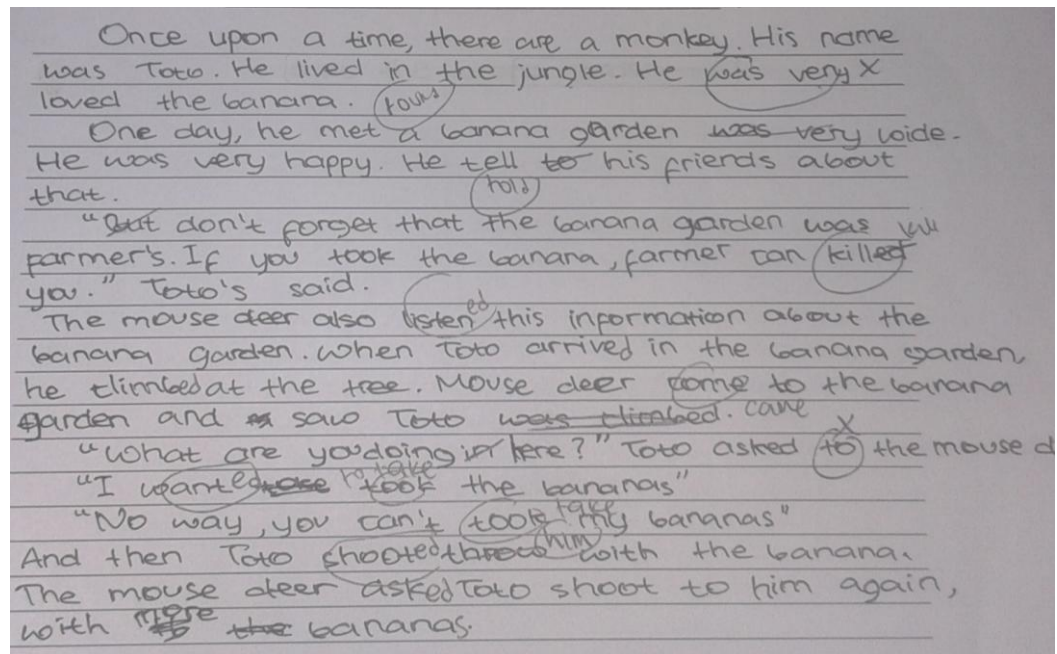


Figure 5. Student's Writing in the Post-test Cycle 2

The implementation of the collaborative writing technique did not only improve the students' writing skills but also their motivation in learning English, especially writing. This conclusion is supported by the following interview transcripts between the researcher and the students after Cycle 2.

- P : "Could you please tell me about your experience in learning English with me?"
- S10 : "It is fun."
- P : "Which part do you think it was fun?"
- S10 : "When working in groups, but actually I like the teaching and learning process conducted by you, Miss."
- P : "Does collaborative writing motivate you in learning English, especially writing?"
- S10 : "Yes, of course, Miss, because the teaching and learning process was not boring"
- (Interview transcript No. 11, Thursday, April 30th 2015)

D. General Findings

In this part, the data of the research findings are discussed in details. There are qualitative and quantitative data. The qualitative data dealt with the general findings of the research on each cycle, while the quantitative data described the students' result in writing. The next parts were findings found by the researcher in a series of the use of collaborative writing to improve students' writing skills.

1. Cycle 1

- a. In terms of idea and development, most of students could generate ideas. However, there were some students who found it hard to generate ideas in writing. Additionally, some students understood the component and the purpose of a narrative text.
- b. In terms of spelling, students became aware of this aspect. However they still needed got more vocabulary input in order to give them much knowledge of spelling..
- c. In terms of organization aspects, some students could find and identify the generic structure of a narrative text.
- d. In terms of vocabulary aspects, students' vocabulary mastery improved. Most of them were able to use new words that they got from the teaching and learning process especially irregular verbs.
- e. In terms of capitalization and punctuation, students were able to make significant improvements. At first, they were not really aware of these aspects, yet, after they were told to pay attention to those aspects, they know

the importance of those aspects. Most of them did it well, even though there still were some of them who failed to put full stop and capital letters.

- f. In terms of sentence structure, students made some improvements. They were able to write sentences using the simple past tense though there were students who found difficulties in writing sentences using the simple past tense, because they still confused and forgot to change V1 into V2. Overall, it was definitely much better than before the implementation.

2. Cycle 2

- a. In terms of idea and development, all students could generate ideas. They did not find significant difficulty in generating ideas. They knew what they would write.
- b. In terms of spelling, almost all students did good job. From the vocabulary input as well as texts given, they got much knowledge of spelling. They were also aware of this aspect.
- c. In terms of organization aspects, all students could find and identify the generic structure of a narrative text. They seemed get full understanding and apply their knowledge of the generic structure of narrative texts.
- d. In terms of vocabulary aspects, students' vocabulary mastery improved as they got many new words during the teaching and learning process. Most of them were able to use appropriate words in writing sentences of the simple past tense.
- e. In terms of capitalization and punctuation, almost all students were fully aware of these aspects. They did a good job. Before submitting their writing,

students managed to write better by checking their writing. There were only few of them who forgot to put punctuation and missed the capital letters.

- f. In terms of the sentence structure, almost students made significant improvements. They were able to write sentences using simple past tense. They were able to find the correct form of verbs in past tense. They no longer found difficulties in writing simple past tense like they faced before the implementation and in Cycle 1. They also made sentences in a good order.

There were some additional findings found by the researcher and collaborator during the research. The findings are presented as follows.

- a. The use of the collaborative writing improved students' motivation in the teaching and learning process since they could share their knowledge to their friends. They were more actively involved in the teaching and learning process as well. It could be seen from their participation in the class during the teaching and learning process.
- b. The use of the collaborative writing enhanced students' creativity where they could share their opinion, ideas, and thought when they took part in a group discussion. In addition, the collaborative writing technique also gained their self-confidence to ask anything to their friends and even to the researcher since the researcher guaranteed them that they would not be blamed if they made mistakes or gave wrong answers.

3. Summary of Cycle 1 and Cycle 2

The results of this action research can be summarized in the next page.

Table 6. The Comparison of the Pre-Condition, Cycle 1, and after Cycle 2

No	Pre-Condition	Cycle 1	Cycle 2
1.	Students did not feel motivated in learning English since they think that English is a difficult subject to learn.	<p>Actions: The researcher used classroom English. She guaranteed the students to not blame them when they made mistakes. She also gave a reward to the students who answered or gave their opinion bravely.</p> <p>Successful Actions: The implementation of collaborative writing technique provided fun activities where they could enjoy learning writing. The students could share their ideas and thoughts when they did the activities with their groups. Additionally, The rewards made students become more participate actively.</p> <p>Unsuccessful Actions: there were some students who did not feel motivated because they</p>	<p>Actions: The researcher used classroom English. She guaranteed the students to not blame them when they made mistakes. She also gave a reward to the students who answered or gave their opinion bravely.</p> <p>Successful Actions: Students were motivated to learn English, especially in writing. They showed their enthusiasm in writing collaboratively. They also participated actively during the teaching and learning process.</p>

		felt uncomfortable in their group.	
2.	The students met several problems related to aspects of writing such as grammar, vocabulary and capital letter and punctuation.	<p>Actions: The researcher provided exercises in a handout to help the students learn the material and aspects of writing as well. The researcher also provided them feedback in order to make them aware of their writing. Additionally, students also gave peer-feedback.</p> <p>Successful Actions: The students made significant progress on the aspects of writing. It could be seen from the students' score and students' writing.</p> <p>Unsuccessful Actions: Some students still had a problem with sentence structure, spelling, vocabulary and capital letter and punctuation.</p>	<p>Actions: The researcher provided exercises in a handout to help the students learn the material and aspects of writing as well. The researcher also provided them feedback in order to make them aware of their writing. Additionally, students also gave peer-feedback.</p> <p>Successful Actions: The students were able to produce a better writing and reduce their mistakes. The students' mistakes in grammar, spelling, vocabulary and capital letter and punctuation decreased.</p>
3.	Students found difficulty in generating ideas	Action: The researcher implemented collaborative writing technique. Students wrote a text together	Action: The researcher implemented collaborative writing technique where the students could share

		<p>with their friend in groups.</p> <p>Successful Actions: The implementation of the collaborative writing technique helped them in generating ideas as they discussed and shared ideas in groups before they wrote a text.</p> <p>Unsuccessful Actions: There were some students who still did not participated actively in the group in view of the fact that they were shy to express their idea.</p>	<p>their ideas and thoughts in their group.</p> <p>Successful Actions: Students could write texts longer compared to the pre-condition and Cycle 1. They found that they could generate their ideas easily because the writing process involved more than one person working together to produce a written document. With more minds at work on the project there were more ideas and a variety of perspectives.</p>
4.	Students had less practices in writing.	<p>Action: The researcher asked the students to write texts collaboratively.</p> <p>Successful Actions: The implementation of the collaborative writing technique facilitates them to practice writing. They wrote more enthusiastically since they worked in groups that helped them to share ideas and thoughts.</p> <p>Unsuccessful Actions: Since some students still had a problem with sentence structure, lacked vocabulary, and got difficulties in developing their ideas, they tended to be</p>	<p>Action: The researcher asked the students to write texts collaboratively.</p> <p>Successful Actions: Students were given writing practices through the implementation of the collaborative writing technique, so they were getting used to the writing activity. Additionally, their motivation in writing also improved. It could be seen from their participation during the teaching and learning process.</p>

		inactive in their group.	
5.	The source of materials was only from textbook given by the government.	<p>Action: The students were given a handout in order to guide them in learning the materials. Besides it also enriched by variety of tasks.</p> <p>Successful Actions: Students got input not only from the textbook given by the government. Therefore, they got much knowledge about narrative texts. The exercises in the handout facilitated them to train their skills before they wrote a narrative text.</p> <p>Unsuccessful Actions: Some tasks could not be done on time.</p>	<p>Action: the researcher still gave them a handout in order to guide them in learning the materials. She also created more tasks to support the students in learning narrative texts in order to make them more understand the material.</p> <p>Successful Actions: The students got the whole knowledge of narrative texts. Their writing results showed that their writing skills significantly improved. They also could finish all tasks in the handout.</p>

4. Students' Score

This part presents the results of students' scores in pre-test, Cycle 1, and Cycle 2. The researcher rated the students' writing scores in six aspects of writing namely ideas and development, organization, vocabulary, sentence structure, spelling, and capitalization and punctuations. The following tables show the means score in the sixth aspects.

Table 7. The Students' Mean Score in Ideas and Development Aspect

Component	Pre-test	Cycle 1	Cycle 2
Ideas and Development	2.06	3.06	3.56

The students' mean score increased after the implementation of the collaborative writing technique. The students' score improved from 2.06 in the pre-test to 3.06 in Cycle 1 and to 3.56 in Cycle 2. From the pre-test to Cycle 1, the score improved up to 1.00 while from Cycle 1 to Cycle 2 the score improved to 0.56. The students gain score is 1.50. It is obtained by comparing the mean score in the pre-test and the post-test (Cycle 2).

Table 8: The Students' Mean Score in Organization Aspect

Component	Pre-test	Cycle 1	Cycle 2
Organization	1.84	2,59	3.15

In the organization aspect, the students also make some improvements. In the pre-test, the mean score is 1.84. After doing Cycle 1, the score increased up to 2.59. The score also continue increasing in which the mean score is 3.15 after Cycle 2. The gain score obtained is 1.31.

Table 9: The Students' Mean Score in Vocabulary Aspect

Component	Pre-test	Cycle 1	Cycle 2
Vocabulary	1.62	2.18	2.59

The table above presents the mean score in vocabulary aspect. In vocabulary aspect, the results also improved. The mean score in the pre-test is 1.62 and after Cycle 1 it increased to 2.18 and to 2.59 in Cycle 2. The gain score obtained is 0.97 by comparing the mean score in the pre-test and the post-test (Cycle 2).

Table 10: The Students' Mean Score in Sentence Structure Aspect

Component	Pre-test	Cycle 1	Cycle 2
Sentence Structure	1.56	1.81	2.28

Table 10 presents the mean score in sentence structure aspect which also improved. In the pre-test the mean score is 1.56 and it improved to 1.81 after conducting Cycle 1, and to 2.28 after conducting Cycle 2. The gain score obtained is 0.72.

Table 11. The Students' Mean Score in Spelling Aspect

Component	Pre-test	Cycle 1	Cycle 2
Spelling	2.46	2.65	2.93

The result of the mean score in spelling aspect presented in Table 11 shows that students also make some improvements in this aspect. The mean score in the pre-test is 2.46, 2.65 in Cycle 1, and 2.93 in Cycle 2. The gain score obtained from pre-test to Cycle 2 is 0.47.

Table 12. The Students' Mean Score in Capitalization and Punctuation Aspect

Component	Pre-test	Cycle 1	Cycle 2
Capitalization and Punctuation	2.43	2.96	3.15

In capitalization and punctuation aspect, students also make some improvements. In the pre-test the mean score is 2.43. It increased to 2.96 in Cycle 1 and 3.15 in Cycle 2. The gain score obtained from pre-test to Cycle 2 is 0.72.

Table 13: Paired Samples Statistics- Pretest and Cycle 1 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	50.0000	32	12.52263	2.21371
	Cycle1	63.6713	32	10.10889	1.78702

Table 14: Paired Samples T-Test- Pretest and Cycle 1

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Cycle1	-13.67125	5.62434	.99425	-15.69904	-11.64346	-13.750	31	.000

The data above were collected by applying Paired-Sample T-Test in SPSS 16. The t-test used the students' writing scores to find the probability value (p value). From the result, p value was 0.00. Because p values was lower than 0.05, it means there was a significant difference in the students' writing skills after Cycle 1. It can be claimed that collaborative writing technique can improve students' writing skills.

Table 15: Paired Samples Statistics- Cycle 1 and Cycle 2

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 2	Cycle1	63.6713	32	10.10889	1.78702
	Cycle2	73.6987	32	8.62596	1.52487

From the scoring rubric, the ideal standard deviation was 12.5. The standard deviation in Cycle 1 was 10.10 and in Cycle 2 was 8.62. Those are lower than the ideal standard deviation. It means their achievements are homogenous.

Table 16: Paired Samples Test- Cycle 1 and Cycle 2

Paired Samples Test									
		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 2	Cycle1 - Cycle2	-10.02750	5.38155	.95133	-11.96776	-8.08724	-10.540	31	.000

The data above were collected by applying Paired-Sample T-Test. The t-test employed the students' writing scores to find the probability value (p value). From the result, p value was 0.00. Because p value was lower than 0.05, it means there is a significant difference in the students' writing skills after Cycle 2 conducted. It can be seen from the result of Cycle 1 and Cycle 2 scores.

The following table presents the mean values obtained in the pre-test, Cycle 1, and Cycle 2. It shows an increase of the mean score from 50.00 to 73.69. The

students' writings scores increased because the implementation of the collaborative writing technique.

Table 17. Mean values in the Pre-test, Cycle 1, and Cycle 2

	Pre-test	Cycle 1	Cycle 2
Mean	50.00	63.67	73.69

Table 17 presents the mean values obtained in the pre-test, Cycle 1, and Cycle 2. It shows an increase of the mean score. The mean value in pre-test increases from 50.00 to 63.67, and mean value in Cycle 1 increase from 63.67 to 73.69 after Cycle 2. In references to the students' writing scores above, the students' writing skills improved after the collaborative technique was applied. It showed that the students could perform the writing task better.

E. Discussion

In this part, the researcher presents the result of the analysis of findings attained in Cycle 1 and Cycle 2. The aim is to explain the result of the research to know whether the collaborative writing technique improves students' writing skills or not. An observation had been done before the research was conducted. The observation was aimed at getting the information related to the students' problems in writing a text and the teaching and learning process in the class. Before the implementation of the collaborative writing technique in the teaching and learning process, almost all students felt that writing was difficult.

Based on the data collected in the reconnaissance stage, the researcher found that students faced problems in generating ideas, grammar, sentence

structure, and vocabulary, spelling, and capitalization and punctuation. In order to overcome the problems found, she applied two cycles in this research.

The implementation of the actions which were done in two cycles made some improvements on students' writing skills on the narrative text. The students produced a better writing after the collaborative writing technique was implemented. Their individual works that conducted in the end of each cycle also showed some improvements as well in six aspects in writing namely idea and development, organization, vocabulary, sentence structure, spelling, and capitalization and punctuation. In addition, students got feedback from their friends and the researcher as well. The feedback made the students become aware of their writing that they might not notice on their own.

Additionally, looking at quantitative data obtained, it also showed that there were some improvements. The mean scores of each aspect showed that students' writing skills improved. The mean of each aspect improved significantly from pre-test to Cycle 2.

Based on the explanation above, it can be concluded that the application of the collaborative writing technique improves writing skills of the students of SMPN 6 Magelang grade VIII E. The activities done during the writing process provided them the classroom interaction that helped them to work better. It also made them feel more motivated as they enjoyed the teaching and learning process. Moreover, the tasks given added opportunities for the students to immediately practice the language. Besides, the knowledge of the students on narrative texts is in line with their writing skills improvement in terms of idea and development,

organization, vocabulary, sentence structure, spelling, and capitalization and punctuation as well.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Chapter IV presents the process of the research conducted in Cycle 1 and Cycle 2. Each cycle consists of planning, actions, observation, and reflection.

A. Reconnaissance

1. Identification of the Problem

To identify the problems in the process of teaching and learning writing in VIII E class, the researcher interviewed the English teacher and the students. In addition, the researcher did a classroom observation. One of the results of the observation was a vignette. It describes the process of teaching and learning, and also the students' attitude toward it. Here is the example of the vignette;

Day/Date	: Thursday, March 5, 2015
Time	: 11.40-12.20 WIB
Place	: Classroom of VIII E
Activity	: Observation

The teacher entered the class at 11.00 a.m. Some students were busy talking to their friends. There were also students who did not sit on their seat and did homework for the next subject. Then, the teacher greeted the students and asked their condition. "How's life?" then the students answered "Alhamdulillah, fine thanks and you?" the teacher answered "Alhamdulillah, I am fine too, thanks." Then the teacher asked "there are three empty chairs, who are absent today?" the students answered "Arsyal, Gaizka and Alya." The teacher asked, "Well, today Gaizka is absent. How about yesterday? Was Gaizka absent yesterday?" nobody answered the teacher's question. The teacher repeated the question. The teacher asked one of the students named Adilla. Adilla answered "Gaizka was present yesterday." Then the teacher asked to other students. The students answered "Gaizka was present yesterday." Then the teacher said "Gaizka is absent today. Gaizka was present yesterday." The teacher asked the students to repeat the sentences. The students repeated.

Then, the students asked the students whether there was the difference or not between the sentences. One of the students answered,

"*Hari ini menggunakan 'is' kemudian kalau kemarin menggunakan 'was'.*" The teacher said "good, Nabila." So the difference of the sentences is 'to be is and to be was' "*namatensesnyaapa Fajar?*" Fajar remained silent. The teacher asked "*ada yang ingattensesnyaapa?*" one of the students answered "past tense". The teacher said "good, past tense. Do you still remember whether the simple past tense is used for descriptive or recount text? The students remained silent. Then, one of the students answered "recount text." The teacher continued the question, "nominal or verbal?" nobody answered. The teacher wrote on the whiteboard about nominal and verbal sentences. The teacher explained the differences between nominal and verbal sentences.

Next, the teacher asked "*sewaktu istirahat di apa yang kalian lakukan?*" one of the students named Sani answered "*membeli es di kantin Pak Yanto.*" "can you say it in English?" "I buy ice in Pak Yanto." Then the teacher asked "what is the past form for 'buy'?" the students remained silent. Then the teacher wrote on the white board "buy-bought-bought". The teacher then said, "Sani bought some ice cream just now in Pak Yanto's canteen just now." The teacher asked the students to repeat the sentence.

"How about the time signal?" one of the students answered, "lampau." And then, the teacher explained about the past form. The students listened to her explanation. "*Apakah ada masalah dalam perbedaan antara present tense dan past tense?*" the students said "*tidak.*" Then the teacher said, "*sekarang ya kita lihat yang kemarin. Sekar, sekarang maju.*" The teacher pointed one of the student to stand in front of the class. "*sekarang Fajar, berikan satu kata dalam bahasa Indonesia, kata kerja, ambil dari buku halaman 167 dan 171. Kemudian sekarnya sebutkan bentuk kedua dan ketiga dari kata tersebut.*" Fajar remained silent. Then the teacher pointed out Adilla, and Adilla said, "membaca." Sekar said read, read, ... (yet she pronounced wrong the word 'read' in past form). She forgot the V3 of read. The teacher asked the students to help Sekar. The teacher also corrected sekarnya pronunciation. The teacher asked the students to give applause to Sekar.

Next, the teacher asked the students to listen to her and repeat after her. The teacher asked the meaning of the words. Some students knew the meaning of the words, while the rest remained silent when they were asked by the teacher. The teacher asked, "any problem up to this?" the students said, "no." "Now, please work with your group to continue your assignment." All students moved from their chairs and then they worked in their group. The students were very noisy. Some students asked permission to the teacher to go to the library for borrowing dictionaries because most of the students did not bring it to the class. Then, they continued their work. The teacher sat in the front of the class. Then the teacher walked around to control the students' group work. Some

students were talking to each other. Then the teacher asked, “have you finished?” the students answered, “not yet.” The teacher gave 10 minutes to finish their work.

After that the teacher asked one of the members of each group to present the result. And then, the students presented their results. For example, “no.1 is wrong and so on.”

Then, the bell rang. The teacher asked the students to write difficult words in their book. The teacher also asked the students to continue their journal, and complete the tasks. The teacher also said that the students will have mid-exam next week. The teacher ended the class by greeting the students. The teacher leaved the class.

The vignette shows that the activity during the process of teaching and learning was not quite successful in getting the students’ interest. Most of students got bored during the class. They had no motivation to be engaged during the teaching and learning process. Some of them were busy talking to their friends during the class while others did not pay attention to the teacher’s explanation. The students’ participation during the teaching and learning process was needed to be improved. In addition, the teacher had limited time to teach writing. She even did not give much time to let students practice writing. The students did not make a product of writing.

The researcher then also interviewed some students to identify problems that they faced. The interview transcript also shows the same condition of students’ participation during the teaching and learning process conducted by the teacher.

R	: Do you like English?
S27	: No, Miss.
P	: Why?
S27	: Because English is difficult to learn. In addition, the learning process is boring.
P	: Why is it boring?

S27	: Because I think the learning process is monotonous and I do not understand the material.
P	: Is the teacher's explanation not clear?
S27	: Yes, Miss.
P	: Why don't you ask the teacher if you do not understand the material?
S27	: Because I am afraid and the teacher is too serious in teaching.

(Interview transcript 3, February 26th 2015)

After the researcher conducted the pre-test, she identified students' problems in writing. The first problem faced by the students in writing was related to generating ideas. In the pre-test, the students were given 40 minutes to write their favorite narrative texts (fable) in at least three paragraphs. However, most of them were confused and did not know how to deliver their ideas in writing. As a result, most of their stories were not finished yet. It was because they were lack of vocabulary. It was supported by the following interview transcript.

R	: What is the difficulty that you face in writing?
S1	: When I should translate it into English. Sometimes, I write sentences in bad orders. I also find it difficult when delivering ideas into a piece of paper.

(Interview Transcript 5, February 26th 2015)

The next problem found in writing was sentence structure mastery. Almost all students were confused about how to construct sentences. Students tended to make sentences in not good order. Additionally, they often made mistakes in grammar. It seemed that they still lack of knowledge in grammar.

Vocabulary mastery became the third problem faced by the students. Their vocabulary mastery was still low. In the pre-test, they were not allowed to open their dictionaries. They used many Indonesian words in their writing when they did know the word in English. Sometimes, they misspelled some words.

Additionally, it was also represented in their word choices in their writing. Most students used inappropriate words related to context to express their ideas and thought. The figure below is an example of students' writing in the pre-test.

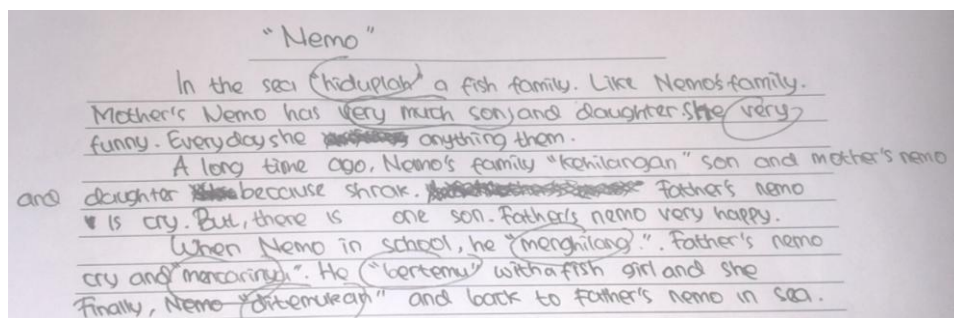


Figure 2: Students' Writing in the Pre-test

Students were also not aware with the punctuation and capitalization. Details about punctuation and capitalization, and spelling are important to master. However, some students did not begin to write with a capital letter in writing when they should do to. Sometimes, they also forgot to put full stop at the end of the sentences. They seemed ignore the important of punctuation and capitalization.

Based on the identification of the problems above, there were several problems which occurred during the teaching and learning in the classroom. The following table presents the identified problems.

Table 4: The Field Problems

No.	Problems
1.	Most students were not ready for the lesson when the teacher entered the class.
2.	Some students were busy talking to their friends when the teacher explained the lesson material.

Continued

Continued...

No.	Problems
3.	There were students who did homework in the class. Therefore, they did not pay attention to the teacher's explanation.
4.	Students did not feel motivated in learning English since they think that English is a difficult subject to learn.
5.	The students were afraid of asking questions related to the materials.
6.	Most students were passive in the class.
7.	Almost all students did not bring their dictionaries.
8.	Most students did not finish their assignment given by the teacher.
9.	The students met several problems related to aspects of writing such as grammar, vocabulary, punctuation, and capitalization.
10.	The students took long time in finishing their work individually.
11.	The teacher focused on reading rather than writing.
12.	Students had less practices in writing.
13.	When the teacher asked the students to share their ideas and opinions, they tended to be passive because they did not know how to deliver their ideas in English.
14.	The source of materials was only from the textbook given by the government as the reference, so they got limited input.
15.	Students found difficulty in generating ideas.
16.	The teacher did not use media to support the teaching and learning process.

After determining the problems above, it is clear that the teaching and learning process in the class needed to be improved. Therefore, the researcher together with the teacher as the collaborator made plans for actions in order to solve the problems. There was also a student from the same major as another

collaborator to observe the class during the teaching and learning process. The collaborator also took pictures, notes and recordings in order to support the evidences of the research.

2. Selecting the Problems

After doing observation, interviews, and the pre-test, the researcher found that students' writing skills were still far from being satisfactory. The students lacked practice in writing. Considering time, energy, feasibility, and priority, it was hard to solve all problems found. The following table presents the list of the feasible problems to solve.

Table 5: Feasible Problems to Solve

No.	Problems
1.	Students did not feel motivated in learning English since they thought that English is a difficult subject to learn.
2.	The students met several problems related to aspects of writing such as grammar, vocabulary, punctuation, and capitalization.
3.	Students found difficulty in generating ideas.
4.	Students had less practices in writing.
5.	The source of materials was only from textbook given by the government, so they got limited input.

3. Determining the Actions to Solve the Problems

To overcome the field problems found, the researcher proposed some action plans as follows;

1. Using classroom English in order to make them practice using English when they were communicating.

2. Using collaborative writing technique to employ the stages of teaching and learning in writing narrative texts.
3. Enriching materials to support the students in learning narrative texts, so they got input not only from the textbook by the government.

B. Report in Cycle 1

The teaching and learning process in Cycle 1 was divided into two meetings. Each meeting took 80 minutes. In the first cycle, the researcher and collaborator managed three steps as follows;

1. Planning

a. First meeting

1. Explaining what a narrative text is, language features, and generic structures of a narrative text.
2. Teaching the students how to write a narrative text using language features and generic structures of a narrative text including orientation, complication, and resolution.
3. Applying the collaborative techniques in teaching writing. The activities were as follows;
 - a) Dividing the students into groups. Each group consisted of 4 students.
 - b) Giving the students assignment as a group work.
 - c) Giving time to the students to work together in groups.
4. Providing observation sheets
5. Making notes to record the teaching and learning process.

b. The second meeting

1. Giving tasks to the students. Students worked in groups.
2. Asking them to write a narrative text (fable) with their group. They chose any topic that they liked.
3. Applying the collaborative writing techniques in teaching writing. The activities were as follows;
 - a) The students shared their own ideas in their collaborative group. Then, they chose one topic for their fable text.
 - b) The students were asked to do planning and drafting on their first draft.
 - c) The students gave feedback on other group's work.
 - d) The students evaluated their writing, revised and edited it.
 - e) Students finished the final draft of their writing.
 - f) Students submitted their final draft of their writing.
 - g) The researcher gave evaluation
4. Providing observation sheets
5. Making notes to record the teaching and learning process.

2. Action and Observation

In Cycle 1, the action was conducted in two meetings. Each meeting took 80 minutes (2X40 minutes). In the first meeting the researcher focused on teaching the students about the purpose, language features and the generic structure of a narrative text including orientation, complication, and resolution. The researcher gave some tasks to enrich students' understanding of narrative texts in the form of fable.

In the second meeting, the researcher focused on students activities on their group writing. She gave time to the students to work in groups. Then, they gave peer-feedback on other groups' writing. In addition, the researcher also gave the feedback on the students' writing in order to let them evaluate their writing. At the end of the meeting the students were asked to do their final draft. The detail of actions in each meeting is discussed as follows;

a. First meeting

The first meeting was held on Thursday, April 9th, 2015. The researcher here acted as the classroom teacher and the English teacher as the observer. There was also a student of English Education as the collaborator. At the end of each meeting the observer and the collaborator gave feedback to her about her performance. The collaborators sat in the back row to observe the teaching and learning process.

The researcher opened the class by greeting the students and then checking their attendance. To start the lesson she warmed up by asking some questions related to narrative texts. For examples, "Have you heard/read stories such as *Bawang Merah Bawang Putih*, *Kancil Mencuri Timun*, or *Danau Toba*?". All students answered yes. Then, she said that they would learn about narrative texts. She also said that at the end of the lesson, students would write a narrative text. The researcher then asked the next question, can anyone tell me in briefly what the story told you about? Most students kept silent. One of the students raised her hand and told that a story that she ever read. She told the story in the form of present tense. Then, the researcher gave a chance to another student who wanted

to share a narrative story. Again, another student told the story using present tense.

After that, the researcher distributed the model text to the students. They began with Task 1, reading a story entitled “The Wolf and the Goat” and answered questions in Task 2. After reading the story, the students were asked to list things that they wanted to know further. The students had 10 minutes to write things that they wanted to know further. They were monitored by the teacher.

After ten minutes, she asked the students about the text given. She asked the students whether they wanted to share their list of things that they wanted to know further or not. At first, students tended to be passive in the class, yet when the researcher said that she would give a sticker to those who wanted to share a list of things that they wanted to know further, they raised their hands enthusiastically. She also said that it did not matter if they made mistakes because they were still learning. After that, the students reread the text. They tried to collect information in the text. Then, students collected information about narrative text from the researcher and the material given in the handout as well. The researcher then explained the purpose, generic structure, and language features of a narrative text.

Students got the information that the generic structure of a narrative text consists of orientation, complication, and resolution. In the orientation, they found the participants in the story. In the complication, they found conflict. In the resolution, they found a solution for the complication. In narrative texts, a

resolution can be happy ending or sad ending. The students also got moral values from the story. The moral values can be implicitly or explicitly found in the text.

Afterwards, the researcher asked the students what tense was used in a narrative text. Most of them answered past tense. However, there were students who answered present tense. Then she answered the questions by guiding them to read some sentences in the text, for example, “Once upon a time, a wolf, which was out searching for a meal, saw a goat feeding on grass on top of a high cliff”. Students then were asked to identify the tense used in a narrative text. When she asked again about the tense, “so, what tense is used in the text?” almost all of them answered past tense while students who doubt about the answer just listened to their friends’ answer.

Next, the students listened to the teacher’s explanation about the structure of the simple past tense and verbs used in a narrative text to make them understanding the sentence used in a narrative text. The students were invited to give examples of sentences in the form of past tense. The students also got knowledge about regular and irregular verbs. In addition, the researcher explained the present tense used in a narrative text which is usually used in conversations in the text. The students also learned about another language feature of a narrative text which was signal words. They got some examples of signal words from the text such as then, next, afterwards, just then, and an hour later. Then, they underlined the signal words in the text that they had read.

After having a discussion about two examples of narrative text, the researcher made a conclusion about a narrative text and how to write it. The

researcher then divided them into groups. The total number of students of VIII E was 32 students. Each group consisted of 4 students. Therefore, there were eight groups. The students were asked to do exercises related to the narrative texts. Each group should work collaboratively to finish their tasks. The first task was reading the text in Task 5 and then together with their group answering the questions in Task 6. It was aimed to make the students understand what the story was about. The next task was identifying generic structure of the text. It was aimed at ensuring that they had understood the generic structure and could identify the generic structure of a narrative text. In Task 8, students completed words in the column with the correct form of the verbs and write the meaning of the words. It was aimed to enrich their vocabularies and help them to practice word changes. The next activity was arranging jumbled words into good sentences. It allowed students to write sentences in good orders since when they wrote a text even a sentence they made mistakes in ordering the words. It was found on almost all students' writing in the pre-test. This task made them write simple past tense sentences and allowed them to practice writing sentences used simple past tense. The students discussed the sentences and the researcher gave them the opportunity to share their ideas. The researcher found that students were still low in arranging word sentences. For example, they wrote the answer for number 4 in Task 9 as "Once upon a time there lived a crocodile greedy in the river."

In Task 10, students were asked to arrange paragraphs into a good text. The researcher found that students did not find significant difficulty in doing this

task. However, because they lacked vocabulary, they needed to translate it first. In Task 11, they listed the difficult words in the text and found their meaning on the dictionary. Again, it was aimed to enrich their vocabulary.

Afterwards, the researcher told the students to submit their work 10 minutes before the class ended. However, they had not finished all tasks yet. Therefore, she and the students only discussed Task 6 up to Task 9. Although students could not finish all tasks, they showed that they worked cooperatively. Working collaboratively reduced their anxiety. It could be seen from their discussion where all members were involved. They were

Then, the researcher discussed the answers with them. She invited students to give their answers. In order to appreciate them in answering the questions, they were given a sticker. Since they had limited time, Tasks 10 and 11 were discussed in the next meeting. Before leaving the class, she and the students concluded what they had learned on that day including the definition of a narrative text, its generic structure, and language features. She asked whether they had understood or not. All students answered yes. The students were reminded to bring the dictionary in the next meeting. In addition, students had to write the first draft of their group writing as their homework. Finally, the researcher asked whether they had any question or not. They answered no. Then, she closed the class by greeting them.

b. Second meeting

The second meeting was held on Wednesday, April 22nd, 2015. The researcher came to the class with the collaborators. The collaborators sat in the back row to observe the teaching and learning process. She opened the class by

greeting the students and then checking their attendance. Before continuing the material, she recalled students' memory about the previous material by asking them generic structure and language features of a narrative text. Students answered the questions enthusiastically.

Then, the students joined their group. Firstly, they discussed Tasks 10 and 11. The students did not find significant difficulty in doing the tasks. After discussing the tasks, they submitted their first draft of their writing and then exchanged it with another group. Another group gave feedback on their draft. They had 5 minutes to give the feedback. The researcher monitored the process of giving feedback done by the students. She also helped them in giving the feedback. Most of them felt happy when they corrected another group's writing.

Five minutes later, students got their draft completed with the correction on their writing. The researcher gave 40 minutes to finish their final draft. She monitored the students. During 40 minutes students discussed their writing with their group. Each member contributed to their writing. The following figure shows students' activity in writing collaboratively. They participated in sharing ideas and also helped each other as teamwork.



Figure 3: Students share their ideas in their group about a narrative text

During the process it could be seen that they enjoyed when they wrote together with their friends. They helped each other. When one of the members in a group felt confused or did not get any idea, the others helped her/him. It is described by the following field notes. However, it was found that some students did not participate actively.

Students felt enthusiastically writing with their friends in groups. However, there were several students who did not participate actively. Then, the researcher reminded the students that they should contribute to their writing.
(Field Notes No. 12, Wednesday, April 22nd 2015)

After they finished their writing, they exchanged their work to another group. They gave feedback on other groups' writing. The researcher observed the students' activity.

After they got their own writing, they read it back. From the activity, the researcher found that students then realized that they made mistakes in writing a narrative text. They realized that they were mostly not aware of punctuation and capitalization. In addition, some groups still forgot to change the verbs into the

past form. Then they revised their text. It was about 10 minutes before the bell rang the researcher asked the students to stop writing. They were asked them to continue writing the final draft which had been revised in their house. She then asked the students which part that they found difficulty. Some students said that they often forgot to change the verbs. She then concluded what they had learnt on that day. Then, she closed the class by greeting them.

C. Reflection

After analyzing the process and the results as well in Cycle 1, the researcher and the teacher had a discussion about the influence of actions towards the students' writing skills. The reflection then was used as a plan of actions that would be implemented in Cycle 2.

The teaching and learning process in Cycle 1 ran well. Because students worked in groups, the researcher monitored students by walking around the class during the learning process. She also ensured that the students understood the material given by asking the students whether they found difficulties or not.

There were some improvements found after students did collaborative writing with their group. The following interview transcript presents how students felt when working in groups. This interview can be said as the process validity.

R	: Did you enjoy writing collaboratively?
S24	: I enjoyed it very much. We could finish the work faster.
R	: How about your friends? Did they participate in writing the story?
S11	: Yes, Miss. All of the members of my group participated in writing the story. We also divided things we should do, for example my friend wrote the story on the paper while another member looked for the meaning of the words on the dictionary.
S24	: Yes, that is right.

P	: Then, what other things that you can get from writing collaboratively?
S24	: We could share our ideas. Before deciding the title of our fable, everybody in my group shared their ideas.
S11	: In addition, We helped each other. When we did not understand, a friend would explained to us and we wrote the story together with friends in the group.
(Interview Transcript 6, April 23 rd 2015)	

The condition was quite different before collaborative writing implemented. Students frequently made errors in grammatical rules, words order, and spelling. On the sentence structure students often confused about the past tense. The following interview transcript shows the students' difficulties in using past tense to write a narrative text.

R	: Did you find any difficulty in writing a narrative text?
S16	: Yes, Miss. I often forget to change V1 to V2. It sometimes makes me confused.
(Interview Transcript 7, April 23 rd 2015)	

However, the researcher did not find any difficulty in teaching narrative texts. In the first meeting, she focused on teaching about the generic structure of a narrative text, language features especially the use of the simple past tense. She also provided the handout to support them in understanding the material. At first, the students found difficulties in differentiating regular and irregular verbs. It showed when they were asked to complete verbs form which needed filled by present participle, past participle, and their meaning. This guided practice facilitated them to enrich their vocabulary and enhance the grammar focus used in a narrative text.

Working collaboratively helped them to understand the materials given. They could share their ideas to their friends. They also could ask their friends when they got difficulties. However, the researcher found that there were some students who did not participate actively in the group discussion. It was because they were not confident to share their ideas to their friends. In order to know how the students felt when writing collaboratively and whether the students like working in a group or individually, she interviewed them. This interview can be said as process validity.

P	: How do you feel when you write collaboratively?
S20	: I felt happy because the learning process was more relaxing. In addition, we could help each other when writing the narrative text.
P	: “Help each other in which part?”
S20	: “In generating ideas and looking for the meaning of the words.”
R	: “Do you like working in group? Or individually?”
S20	: “Working in a group.”

(Interview Transcript 8, April 23rd 2015)

In the second meeting they produced a narrative text. It was the last meeting of the first cycle. The result showed their improvement in writing especially in terms of organization, sentence structure, and vocabulary. However, they needed to have more practices on the language use. They tended to change all verbs into past form just because they knew that a narrative story tells a past event. Yet, some students still forgot to write the verb in the past form. The figure below presents one of the students' writing in post-test Cycle 1.

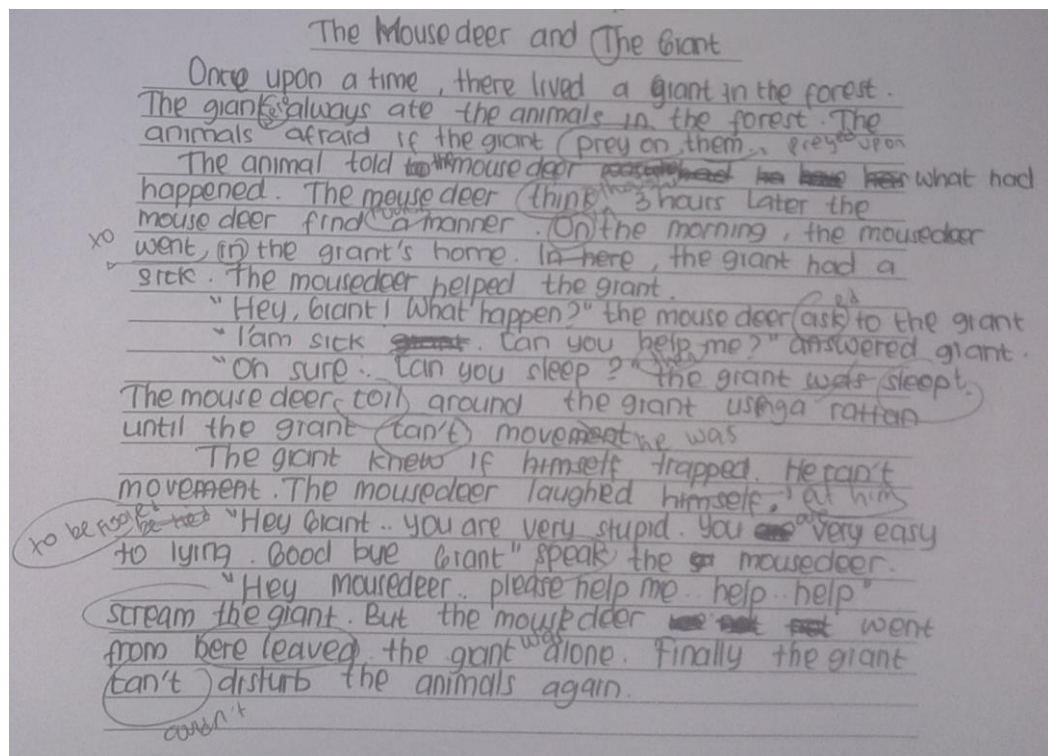


Figure 4. Student's Writing in the Post-test Cycle 1

After conducting all activities from the first meeting to second meeting, the researcher found that students' behavior toward the teaching and learning process had changed. Although there were students did not participate actively in group and seemed they could not follow the lesson well, most of them had shown the improvement on their writing skills and behavior toward the teaching and learning process. To complete the democratic validity the researcher also interviewed the student, it was presented in the following transcript.

- | | |
|-----|--|
| P | : How did you feel when you wrote the text in a group? Are you happy? |
| S16 | : It was fun, Miss. I am happy. |
| P | : why? |
| S16 | : because my friends helped me to write the narrative text. So, we could work quickly. |

(Interview Transcript 7, April 23rd 2015)

C. Report of Cycle 2

Different from the first cycle which was divided into two meetings, this cycle consisted of three meetings. To achieve the use of collaborative writing in this cycle, the researcher and the collaborator developed activities related to language used and vocabulary.

1. Planning

After reflecting Cycle 1, the researcher and the collaborators planned to make some improvements for the next meeting. They created more tasks to support the students in learning narrative texts in order to make them more understand the material. Additionally, looking back to the process of teaching and learning in Cycle 1 where some students in some groups did not participate in their groups, the researcher decided to exchange some members of some groups in order to make all students got involved in the discussion.

a. Third meeting

1. Controlling the class to be more conducive.
2. Asking the students to bring their dictionary because it was needed.
3. Giving more explanation on language features and past-tense.
4. Dividing the students into groups of four. The members of some groups are quite the same as in the Cycle 1, but some students were exchanged. They did some tasks.
5. Preparing the observation sheet
6. Making notes to record the teaching and learning process.

b. Fourth meeting

1. Continuing the tasks done by the students.
2. Discussing the tasks.
3. Inviting students' participation in discussing the tasks.
4. Applying collaborative writing technique:
 - a) The students shared their own ideas in their collaborative group. Then, they choose one topic for their fable text.
 - b) Students in groups wrote their first draft of their writing and exchange it to another group.
 - c) Students in groups gave comments, corrections and suggestions on another group writing.
5. Preparing the observation sheet
6. Making notes to record the teaching and learning process.

c. Fifth meeting

1. Applying the collaborative writing techniques in teaching writing. The activities are as follows;
 - a) The students evaluated their writing, revise and edit it.
 - b) Students finished the final draft of their writing.
 - c) Students submitted their final draft of their writing.
 - d) The researcher gave evaluation and feedback.
2. Giving the students a chance to ask questions related to the material.
3. Having a discussion with the students about their difficulties found during the teaching and learning process.

4. Preparing the observation sheet
5. Making notes to record the teaching and learning process.

2. Action and Observation

In this cycle, there were three meetings (fourth meeting, fifth meeting, and sixth meeting). However, in the fourth meeting the time was only 40 minutes. In this cycle, she provided a handout. The text type used was still narrative text.

a. Third meeting

The third meeting was held on Thursday, April 23rd, 2015. The researcher came to the class with the collaborators. The collaborators sat in the back row to observe the teaching and learning process. She opened the class by greeting the students and then checking their attendance. She also told the learning objective and the material that the students would learn.

Before asking the students to work in groups, the researcher recalled students' memory about the generic structure and language features of a narrative text. Afterwards, she asked the students to join their group. Then, she gave them the handout that would be used in teaching and learning processes during Cycle 2. She then began from the first activity. The students were asked to read the model text in Task 1. After reading the text, in Task 2, they answered questions with their group. In Task 3, they should identify things they wanted to know further related to the text. They discussed it with their groups and propose temporary answers as requested in Task 4. Because they already knew about the social purpose, the generic structure and the language feature of a narrative text, most students wanted to know about the difficult words. They listed the difficult words

based on the text in Task 1. The researcher gave 10 minutes to the students to do the activity. To monitor the students, the researcher walked around the class. She also asked the students whether they found difficulty or not.

Next, students continued the activity. They read the text in Task 1 once again to get the information. They discussed the text with their group. The time for doing the activity was 10 minutes. After discussing the text, the students shared the information they got from the text. One of the groups initiated to share what information they got within the text. They explained the story briefly. They also mentioned the generic structure, language features and also verb used in the text. The researcher always appreciated those who bravely answered questions. In order to ensure students' understanding about narrative text, the researcher asked other students to mention what the social function, the generic structure and the language feature of a narrative text are. All students answered correctly. She also asked the students to check the verbs used in the text. She asked the students to mention the verbs and then asked them the meaning of the words. The students also always had a chance to ask her if they had any question related to the lesson.

Then, the students with their groups completed missing words in a paragraph in Task 6. Almost all students brought their dictionary, so they did not find any difficulty in doing the task. They also listed difficult words in the text and found the meaning as requested in Task 7. However the bell rang before the researcher and students discussed the correct answers for the task. Therefore, she decided to discuss the answers in the next meeting. The students also were given homework.

Before closing the meeting, as usual, the researcher invited the students to conclude what they had learned at the day. She then asked the students whether they had questions related to the material or not. Students said no. She then closed the meeting by greeting the students.

b. Fourth meeting

The fourth meeting was held on Wednesday, 29th April 2015. The researcher came to the class with the collaborators as usual. The collaborators sat in the back row to observe the teaching and learning process. She opened the class by greeting the students and then checking their attendance.

Afterwards, she asked the students about what they had learned in the previous meeting. All students answered enthusiastically. She then asked about the homework given. She and the students then discussed the answers of Task 6, completing the missing words. All groups had completed Task 6. She then asked the students who wanted to be volunteers to answer no 1 to 12. Almost all students raised their hands. Next, she pointed out some students to share their answers. However, there were some of them gave wrong answers. She then helped them by inviting other students to give the right answers. She also asked them the meaning of the sentences. The discussion ran well. She appreciated students' work. The students also had listed difficult words as requested in Task 7.

Later, students continued to do Task 8 and Task 9 which was about arranging jumbled words into good sentences and jumbled sentences into a good paragraph. When the students worked with their groups, the researcher walked around the class to monitor them. After they finished their work, she asked them

to exchange their group work. After that she asked the students to share their answers. Almost all students raised their hands enthusiastically when she asked who want to answer. Students became more confident to answer the questions since the researcher guaranteed them that they would not be blamed even though their answer was wrong. Some of them wrote down the answers on the whiteboard. She also reminded them to pay attention to punctuation and capital letters. Some students still did not start the sentences with the capital letter and end the sentences with full stop. She then checked their answers one by one. All students were involved to check the sentences. There were two sentences which were still wrong. She asked the students whether they wanted to correct it or not. A student then tried to correct the sentence. Then they got scores from the correct answer. The winner was the group who got the highest score.

In Task 10, students changed the words in the brackets with the correct forms. All students did not find significant difficulty in doing the task. Then, the researcher and the students discussed the answers. All students raised their hands enthusiastically whenever the researcher asked the students who wanted to answer. However, she always tried to be fair by giving chances to those who had not given or shared their answers yet.

After doing the task, the students wrote the first draft of their writing. The students shared their ideas in their group. They helped each other. The researcher monitored them. When the students felt confused they asked her. Compared to Cycle 1, in Cycle 2, students had more ideas. They also prepared the dictionary to

help them. After they finished their first draft they exchanged their work to another group. Another group gave the feedback for their draft.

Then, the bell rang. Before closing the class, the researcher concluded what they had learnt. She then asked whether they had any question or not and they answered no. They also said that they already understood about a narrative text. She closed the class by greeting them.

c. Fifth meeting

The fifth meeting was conducted on Thursday, 30th April 2015. As usual, in this meeting the teaching and learning process took for 80 minutes. After conducting the teaching and learning process, the researcher would give the students test after Cycle 2. She came to the class with the collaborators as usual. The collaborators sat in the back row to observe the teaching and learning process. She opened the class by greeting the students and then checking their attendance list. All students were present. She also asked the students whether they all brought their dictionary or not. All students brought their dictionary.

Afterwards, the researcher asked the students to work in groups continuing the draft of their writing. She gave 40 minutes to write the final draft of their writing. She walked around the class and checked every group progress. She always reminded of the students to pay attention to the punctuation and capital letter as well. She found that they were more aware of using capital letter and punctuation.

After students finished the final draft of their writing, they exchanged it to another groups. The researcher gave 10 minutes to the students to give the

feedback on another group's writing. Next, she invited any group to present their findings. One of the representatives of Group 5 presented their group result. She also asked all students to pay attention on the text.

When R says, "Who wants to be volunteer presenting the result? Almost all students raised their hands enthusiastically. However, because they had limited time, so R only asked one group to present their result while the rest should pay attention to the text. Students were allowed to give any opinion.

(Field Notes No. 18, Thursday, April 30th 2015)

To sum up, the researcher asked the students what they had learnt related to the narrative texts. All students could answer correctly. Then, she said that they would have a post-test at the end of the meeting. They would have 40 minutes for the post-test. She also gave time for the students to prepare themselves for the test.

3. Reflection

After analyzing the process and the results as well in Cycle 2, the researcher and the teacher had a discussion about the influence of actions towards the students' writing skills.

The teaching and learning process in Cycle 2 ran well. In this cycle, the researcher found some improvements on students' writing skills and their attitudes toward writing itself.

The implementation of collaborative writing technique in the teaching and learning process can improve the students' vocabulary mastery as well. The researcher provided activities that enabled them to improve their vocabulary such as completing vocabulary column and writing difficult words from the text given and then finding their meaning. These activities facilitate them in enriching their vocabulary. In this cycle, the researcher found that students could use appropriate

words in writing. In addition, they did not get confused to write because they had more vocabulary. Having more vocabulary helped them to write easier. This conclusion is supported by the following interview transcripts.

R	: What about the tasks given to you, Did they help you?
S19	: It helped me a lot, Miss. For example, when I should complete the missing word and filling the column, I opened the dictionary to find the meaning. So, I learnt new words.
R	: So, your vocabulary mastery increases?
S19	: Yes, Miss, my vocabulary mastery increases.
(Interview Transcript 14, Mei 4 th 2015)	

Furthermore, the researcher found that the biggest problem faced by the students in writing was grammar. It was showed from the product itself that some of them still made many mistakes in grammar. However, the result shows that after the implementation of the collaborative writing technique, their grammar is getting better. The researcher provided exercises that helped them in learning grammar. The exercises guided them to learn about grammar. In addition, she also implemented giving feedback for the students. Feedback provides a clear expectation of their writing performance. Through feedback they were aware of their grammar. Becoming aware of those areas that needed improvement had helped them in improving their writing performance. The feedback not only came from peer, but also from the researcher. After giving feedback the researcher also gave the students explanation so the students could evaluate their writing.

The following figure is an example of students' writing in the post-test of Cycle 2. It is obvious that they still made some mistakes but those were not as many as the mistakes found in their writing in the pre-test. This figure supported

that the implementation of collaborative writing technique can be claimed that it can improve the students' writing skills.

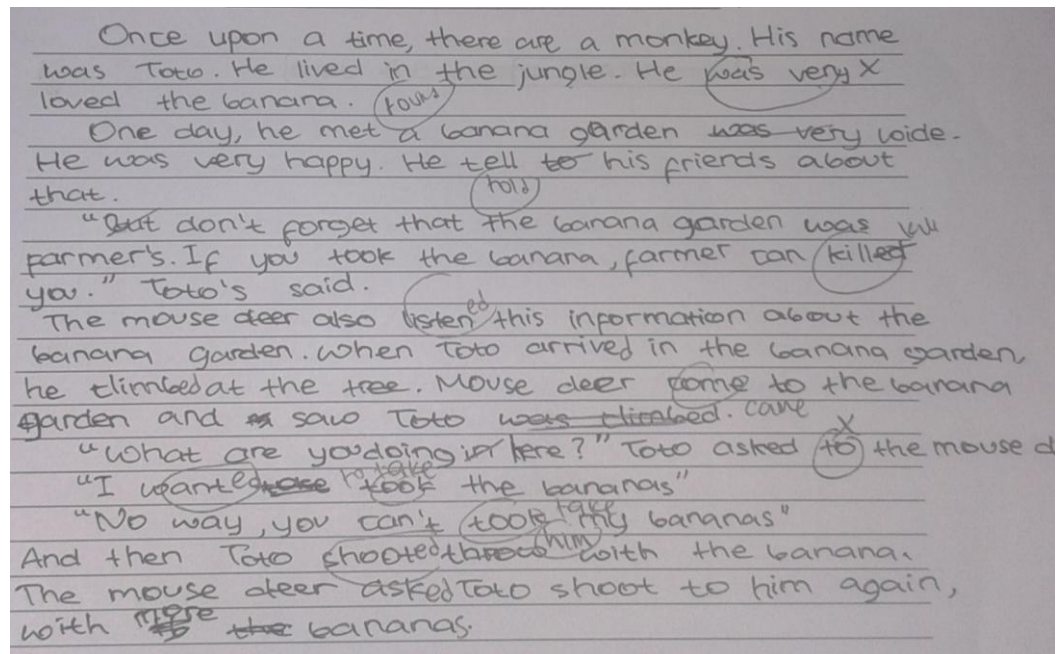


Figure 5. Student's Writing in the Post-test Cycle 2

The implementation of the collaborative writing technique did not only improve the students' writing skills but also their motivation in learning English, especially writing. This conclusion is supported by the following interview transcripts between the researcher and the students after Cycle 2.

- P : "Could you please tell me about your experience in learning English with me?"
- S10 : "It is fun."
- P : "Which part do you think it was fun?"
- S10 : "When working in groups, but actually I like the teaching and learning process conducted by you, Miss."
- P : "Does collaborative writing motivate you in learning English, especially writing?"
- S10 : "Yes, of course, Miss, because the teaching and learning process was not boring"
- (Interview transcript No. 11, Thursday, April 30th 2015)

D. General Findings

In this part, the data of the research findings are discussed in details. There are qualitative and quantitative data. The qualitative data dealt with the general findings of the research on each cycle, while the quantitative data described the students' result in writing. The next parts were findings found by the researcher in a series of the use of collaborative writing to improve students' writing skills.

1. Cycle 1

- a. In terms of idea and development, most of students could generate ideas. However, there were some students who found it hard to generate ideas in writing. Additionally, some students understood the component and the purpose of a narrative text.
- b. In terms of spelling, students became aware of this aspect. However they still needed got more vocabulary input in order to give them much knowledge of spelling..
- c. In terms of organization aspects, some students could find and identify the generic structure of a narrative text.
- d. In terms of vocabulary aspects, students' vocabulary mastery improved. Most of them were able to use new words that they got from the teaching and learning process especially irregular verbs.
- e. In terms of capitalization and punctuation, students were able to make significant improvements. At first, they were not really aware of these aspects, yet, after they were told to pay attention to those aspects, they know

the importance of those aspects. Most of them did it well, even though there still were some of them who failed to put full stop and capital letters.

- f. In terms of sentence structure, students made some improvements. They were able to write sentences using the simple past tense though there were students who found difficulties in writing sentences using the simple past tense, because they still confused and forgot to change V1 into V2. Overall, it was definitely much better than before the implementation.

2. Cycle 2

- a. In terms of idea and development, all students could generate ideas. They did not find significant difficulty in generating ideas. They knew what they would write.
- b. In terms of spelling, almost all students did good job. From the vocabulary input as well as texts given, they got much knowledge of spelling. They were also aware of this aspect.
- c. In terms of organization aspects, all students could find and identify the generic structure of a narrative text. They seemed get full understanding and apply their knowledge of the generic structure of narrative texts.
- d. In terms of vocabulary aspects, students' vocabulary mastery improved as they got many new words during the teaching and learning process. Most of them were able to use appropriate words in writing sentences of the simple past tense.
- e. In terms of capitalization and punctuation, almost all students were fully aware of these aspects. They did a good job. Before submitting their writing,

students managed to write better by checking their writing. There were only few of them who forgot to put punctuation and missed the capital letters.

- f. In terms of the sentence structure, almost students made significant improvements. They were able to write sentences using simple past tense. They were able to find the correct form of verbs in past tense. They no longer found difficulties in writing simple past tense like they faced before the implementation and in Cycle 1. They also made sentences in a good order.

There were some additional findings found by the researcher and collaborator during the research. The findings are presented as follows.

- a. The use of the collaborative writing improved students' motivation in the teaching and learning process since they could share their knowledge to their friends. They were more actively involved in the teaching and learning process as well. It could be seen from their participation in the class during the teaching and learning process.
- b. The use of the collaborative writing enhanced students' creativity where they could share their opinion, ideas, and thought when they took part in a group discussion. In addition, the collaborative writing technique also gained their self-confidence to ask anything to their friends and even to the researcher since the researcher guaranteed them that they would not be blamed if they made mistakes or gave wrong answers.

3. Summary of Cycle 1 and Cycle 2

The results of this action research can be summarized in the next page.

Table 6. The Comparison of the Pre-Condition, Cycle 1, and after Cycle 2

No	Pre-Condition	Cycle 1	Cycle 2
1.	Students did not feel motivated in learning English since they think that English is a difficult subject to learn.	<p>Actions: The researcher used classroom English. She guaranteed the students to not blame them when they made mistakes. She also gave a reward to the students who answered or gave their opinion bravely.</p> <p>Successful Actions: The implementation of collaborative writing technique provided fun activities where they could enjoy learning writing. The students could share their ideas and thoughts when they did the activities with their groups. Additionally, The rewards made students become more participate actively.</p> <p>Unsuccessful Actions: there were some students who did not feel motivated because they felt uncomfortable in their group.</p>	<p>Actions: The researcher used classroom English. She guaranteed the students to not blame them when they made mistakes. She also gave a reward to the students who answered or gave their opinion bravely.</p> <p>Successful Actions: Students were motivated to learn English, especially in writing. They showed their enthusiasm in writing collaboratively. They also participated actively during the teaching and learning process.</p>
2.	The students met several problems related to aspects of writing such as grammar, vocabulary and capital letter and	Actions: The researcher provided exercises in a handout to help the students learn the material and aspects of writing as well. The researcher also provided	Actions: The researcher provided exercises in a handout to help the students learn the material and aspects of writing as well. The researcher also provided

	punctuation.	<p>them feedback in order to make them aware of their writing. Additionally, students also gave peer-feedback.</p> <p>Successful Actions: The students made significant progress on the aspects of writing. It could be seen from the students' score and students' writing.</p> <p>Unsuccessful Actions: Some students still had a problem with sentence structure, spelling, vocabulary and capital letter and punctuation.</p>	<p>them feedback in order to make them aware of their writing. Additionally, students also gave peer-feedback.</p> <p>Successful Actions: The students were able to produce a better writing and reduce their mistakes. The students' mistakes in grammar, spelling, vocabulary and capital letter and punctuation decreased.</p>
3.	Students found difficulty in generating ideas	<p>Action: The researcher implemented collaborative writing technique. Students wrote a text together with their friend in groups.</p> <p>Successful Actions: The implementation of the collaborative writing technique helped them in generating ideas as they discussed and shared ideas in groups before they wrote a text.</p> <p>Unsuccessful Actions: There were some students who still did not participated actively in the group in view of the fact that they were shy to express their idea.</p>	<p>Action: The researcher implemented collaborative writing technique where the students could share their ideas and thoughts in their group.</p> <p>Successful Actions: Students could write texts longer compared to the pre-condition and Cycle 1. They found that they could generate their ideas easily because the writing process involved more than one person working together to produce a written document. With more minds at work on the project there were more ideas and a variety of</p>

			perspectives.
4.	Students had less practices in writing.	<p>Action: The researcher asked the students to write texts collaboratively.</p> <p>Successful Actions: The implementation of the collaborative writing technique facilitates them to practice writing. They wrote more enthusiastically since they worked in groups that helped them to share ideas and thoughts.</p> <p>Unsuccessful Actions: Since some students still had a problem with sentence structure, lacked vocabulary, and got difficulties in developing their ideas, they tended to be inactive in their group.</p>	<p>Action: The researcher asked the students to write texts collaboratively.</p> <p>Successful Actions: Students were given writing practices through the implementation of the collaborative writing technique, so they were getting used to the writing activity. Additionally, their motivation in writing also improved. It could be seen from their participation during the teaching and learning process.</p>
5.	The source of materials was only from textbook given by the government.	<p>Action: The students were given a handout in order to guide them in learning the materials. Besides it also enriched by variety of tasks.</p> <p>Successful Actions: Students got input not only from the textbook given by the government. Therefore, they got much knowledge about narrative texts. The exercises in the handout facilitated them to train</p>	<p>Action: the researcher still gave them a handout in order to guide them in learning the materials. She also created more tasks to support the students in learning narrative texts in order to make them more understand the material.</p> <p>Successful Actions: The students got the whole knowledge of narrative texts. Their writing results showed that their writing skills</p>

		<p>their skills before they wrote a narrative text.</p> <p>Unsuccessful Actions: Some tasks could not be done on time.</p>	<p>significantly improved. They also could finish all tasks in the handout.</p>
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4. Students' Score

This part presents the results of students' scores in pre-test, Cycle 1, and Cycle 2. The researcher rated the students' writing scores in six aspects of writing namely ideas and development, organization, vocabulary, sentence structure, spelling, and capitalization and punctuations. The following tables show the means score in the sixth aspects.

Table 7. The Students' Mean Score in Ideas and Development Aspect

Component	Pre-test	Cycle 1	Cycle 2
Ideas and Development	2.06	3.06	3.56

The students' mean score increased after the implementation of the collaborative writing technique. The students' score improved from 2.06 in the pre-test to 3.06 in Cycle 1 and to 3.56 in Cycle 2. From the pre-test to Cycle 1, the score improved up to 1.00 while from Cycle 1 to Cycle 2 the score improved to 0.56. The students gain score is 1.50. It is obtained by comparing the mean score in the pre-test and the post-test (Cycle 2).

Table 8: The Students' Mean Score in Organization Aspect

Component	Pre-test	Cycle 1	Cycle 2
Organization	1.84	2,59	3.15

In the organization aspect, the students also make some improvements. In the pre-test, the mean score is 1.84. After doing Cycle 1, the score increased up to 2.59. The score also continue increasing in which the mean score is 3.15 after Cycle 2. The gain score obtained is 1.31.

Table 9: The Students' Mean Score in Vocabulary Aspect

Component	Pre-test	Cycle 1	Cycle 2
Vocabulary	1.62	2.18	2.59

The table above presents the mean score in vocabulary aspect. In vocabulary aspect, the results also improved. The mean score in the pre-test is 1.62 and after Cycle 1 it increased to 2.18 and to 2.59 in Cycle 2. The gain score obtained is 0.97 by comparing the mean score in the pre-test and the post-test (Cycle 2).

Table 10: The Students' Mean Score in Sentence Structure Aspect

Component	Pre-test	Cycle 1	Cycle 2
Sentence Structure	1.56	1.81	2.28

Table 10 presents the mean score in sentence structure aspect which also improved. In the pre-test the mean score is 1.56 and it improved to 1.81 after conducting Cycle 1, and to 2.28 after conducting Cycle 2. The gain score obtained is 0.72.

Table 11. The Students' Mean Score in Spelling Aspect

Component	Pre-test	Cycle 1	Cycle 2
Spelling	2.46	2.65	2.93

The result of the mean score in spelling aspect presented in Table 11 shows that students also make some improvements in this aspect. The mean score in the pre-test is 2.46, 2.65 in Cycle 1, and 2.93 in Cycle 2. The gain score obtained from pre-test to Cycle 2 is 0.47.

Table 12. The Students' Mean Score in Capitalization and Punctuation Aspect

Component	Pre-test	Cycle 1	Cycle 2
Capitalization and Punctuation	2.43	2.96	3.15

In capitalization and punctuation aspect, students also make some improvements. In the pre-test the mean score is 2.43. It increased to 2.96 in Cycle 1 and 3.15 in Cycle 2. The gain score obtained from pre-test to Cycle 2 is 0.72.

Table 13: Paired Samples Statistics- Pretest and Cycle 1 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	50.0000	32	12.52263	2.21371
	Cycle1	63.6713	32	10.10889	1.78702

Table 14: Paired Samples T-Test- Pretest and Cycle 1

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Cycle1	-13.67125	5.62434	.99425	-15.69904	-11.64346	-13.750	31	.000

The data above were collected by applying Paired-Sample T-Test in SPSS 16. The t-test used the students' writing scores to find the probability value (p value). From the result, p value was 0.00. Because p values was lower than 0.05, it means there was a significant difference in the students' writing skills after Cycle 1. It can be claimed that collaborative writing technique can improve students' writing skills.

Table 15: Paired Samples Statistics- Cycle 1 and Cycle 2

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 2	Cycle1	63.6713	32	10.10889	1.78702
	Cycle2	73.6987	32	8.62596	1.52487

From the scoring rubric, the ideal standard deviation was 12.5. The standard deviation in Cycle 1 was 10.10 and in Cycle 2 was 8.62. Those are lower than the ideal standard deviation. It means their achievements are homogenous.

Table 16: Paired Samples Test- Cycle 1 and Cycle 2

Paired Samples Test									
		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 2	Cycle1 - Cycle2	-10.02750	5.38155	.95133	-11.96776	-8.08724	-10.540	31	.000

The data above were collected by applying Paired-Sample T-Test. The t-test employed the students' writing scores to find the probability value (p value). From the result, p value was 0.00. Because p value was lower than 0.05, it means there is a significant difference in the students' writing skills after Cycle 2 conducted. It can be seen from the result of Cycle 1 and Cycle 2 scores.

The following table presents the mean values obtained in the pre-test, Cycle 1, and Cycle 2. It shows an increase of the mean score from 50.00 to 73.69. The

students' writings scores increased because the implementation of the collaborative writing technique.

Table 17. Mean values in the Pre-test, Cycle 1, and Cycle 2

	Pre-test	Cycle 1	Cycle 2
Mean	50.00	63.67	73.69

Table 17 presents the mean values obtained in the pre-test, Cycle 1, and Cycle 2. It shows an increase of the mean score. The mean value in pre-test increases from 50.00 to 63.67, and mean value in Cycle 1 increase from 63.67 to 73.69 after Cycle 2. In references to the students' writing scores above, the students' writing skills improved after the collaborative technique was applied. It showed that the students could perform the writing task better.

E. Discussion

In this part, the researcher presents the result of the analysis of findings attained in Cycle 1 and Cycle 2. The aim is to explain the result of the research to know whether the collaborative writing technique improves students' writing skills or not. An observation had been done before the research was conducted. The observation was aimed at getting the information related to the students' problems in writing a text and the teaching and learning process in the class. Before the implementation of the collaborative writing technique in the teaching and learning process, almost all students felt that writing was difficult.

Based on the data collected in the reconnaissance stage, the researcher found that students faced problems in generating ideas, grammar, sentence

structure, and vocabulary, spelling, and capitalization and punctuation. In order to overcome the problems found, she applied two cycles in this research.

The implementation of the actions which were done in two cycles made some improvements on students' writing skills on the narrative text. The students produced a better writing after the collaborative writing technique was implemented. Their individual works that conducted in the end of each cycle also showed some improvements as well in six aspects in writing namely idea and development, organization, vocabulary, sentence structure, spelling, and capitalization and punctuation. In addition, students got feedback from their friends and the researcher as well. The feedback made the students become aware of their writing that they might not notice on their own.

Additionally, looking at quantitative data obtained, it also showed that there were some improvements. The mean scores of each aspect showed that students' writing skills improved. The mean of each aspect improved significantly from pre-test to Cycle 2.

Based on the explanation above, it can be concluded that the application of the collaborative writing technique improves writing skills of the students of SMPN 6 Magelang grade VIII E. The activities done during the writing process provided them the classroom interaction that helped them to work better. It also made them feel more motivated as they enjoyed the teaching and learning process. Moreover, the tasks given added opportunities for the students to immediately practice the language. Besides, the knowledge of the students on narrative texts is in line with their writing skills improvement in terms of idea and development,

organization, vocabulary, sentence structure, spelling, and capitalization and punctuation as well.

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APPENDICES

Appendix 1

Interview Guidelines and Transcripts

Interview Guidelines

Before the implementation

- Question items for the English teacher

1. Bagaimana cara Ibu dalam mengajar Bahasa Inggris terutama *writing*?
2. Kesulitan-kesulitan apa yang Ibu temui selama Ibu mengajar *writing*?
3. Bagaimana dengan kemampuan menulis siswa selama ini Bu?
4. Dalam menulis teks, apakah Ibu meminta siswa untuk menulis sendiri atau dalam grup?

- Question items for students

1. Apakah anda menyukai pelajaran Bahasa Inggris? Mengapa?
2. Bagaimana pendapat anda mengenai pembelajaran Bahasa Inggris selama di kelas anda?
3. Bagaimana dengan pembelajaran khusus *writingnya*? Apakah Anda pernah menulis sebuah teks?
4. Kesulitan apa yang anda hadapi dalam pembelajaran Bahasa Inggris terutama *writing*?

Nomor : Interview 1
 Hari, Tanggal : Kamis, 26 Februari 2015
 Tempat : Di depan teras VIII E
 Responden : Peneliti (P)
 Guru Bahasa Inggris (G)

- P : Assalamualaikum, Bu. Mohon maaf, Bu, bisakah saya mengganggu sebentar?
- Guru : Wa'alaikumsalam, Mbak. Iya mbak silahkan, bagaimana mbak?
- P : Begini Bu, saya meminta waktu Ibu sebentar ya untuk tanya-tanya mengenai pelajaran Bahasa Inggris di sini.
- Guru : Oh iya silahkan. Kita ke perpustakaan saja ya, di sana sedang sepi biar tidak berisik.
- P : Baiklah, Bu.
- Guru : Iya mbak gimana?
- P : Begini bu, kalau anak-anak sedang belajar Bahasa Inggris bagaimana ya Bu?
- Guru : Ya kebanyakan mereka menganggap bahasa Inggris itu susah mbak. Karena itu, beberapa anak kadang malas dan rebut sendiri kurang memperhatikan guru yang sedang menjelaskan. Makanya harus selalu mengontrol mereka.
- P : Oh begitu, kalau untuk aktifitas dalam pembelajaran itu sendiri bagaimana Bu?
- Guru : Sekolah ini kan sudah menggunakan kurikulum 2013 kan ya mbak, nah guru pun dituntut untuk menyesuaikan langkah-langkah pembelajaran sesuai dengan kurikulum 2013, kan ada observasi, bertanya, mengumpulkan informasi, asosiasi, komunikasi dan mencipta. Nah kadang kalau sudah ditahap bertanya siswa agak susah berpartisipasi. Apalagi beberapa siswa ntah malu atau takut untuk menyampaikan pendapat. Kadang siswa juga bingung berbicara dalam bahasa Inggris ketika mau menjawab atau menyampaikan pendapat. Sejauh ini kalau untuk tahapan pembelajaran saya sesuai dengan buku paketnya. Disana kan sudah dibagi-bagi bagiannya.
- P : Oh begitu, kalau diurutkan Bu dari empat keterampilan dalam Bahasa Inggris, urutan kemampuan siswa yang paling rendah yang mana ya Bu?
- Guru : Writing mbak, kemudian speaking trus listening baru reading. Siswa kebanyakan kalau disuruh menulis belum terlalu bisa mbak. Kalo yang *productive skills* seperti *listening* dan *speaking* sepertinya mereka agak kesusahan, ya maklum mbak namanya juga masih SMP.
- P : oh begitu, baiklah Bu. Oh ya kalau untuk pembelajaran *writing* itu sendiri bagaimana Bu?
- Guru : Kalau mengajar writing saya juga tetap sesuai buku mbak. Maklum waktu mengajar kan singkat tapi materi yang harus diajarkan banyak mbak, jadi ya bagi-bagi waktu. Kemampuan siswa dalam menulis memang masih rendah mbak. Kadang membuat satu kalimat saja mereka masih banyak salahnya dibagian grammar. Ditambah lagi vocabulary siswa

yang minim. Padahal kan kalau siswa kaya dengan vocab itu sangat membantu mereka dalam menulis. Banyak siswa yang tidak membawa kamus kalau sedang pelajaran Bahasa Inggris. Jadi kadang mereka meminjam di perpustakaan. Tapi pun itu jumlahnya tidak terlalu banyak mbak.

P : berarti kalau menulis gitu siswa membutuhkan waktu yang panjang ya bu?

Guru : Iya mbak, kadang mengerjakan soal saja tidak selesai apalagi disuruh menulis teks. Mereka itu kadang masih bingung cara menyampaikan idenya mbak, menuangkannya kedalam Bahasa Inggris, ya karena itu tadi *vocab* dan sebagainya. Ditambah lagi kemampuan setiap anak kan berbeda mbak.

P : Kalau untuk mengerjakan tugas gitu apakah mereka mengerjakan sendiri atau mengerjakan secara berkelompok Bu?

Guru : Tergantung mbak, kadang sendiri-sendiri kadang-kadang dalam grup.

P : Kalau untuk penilaian writing itu sendiri ibu menggunakan rubric sendiri atau mengadaptasi Bu?

Guru : Saya mengadaptasi, Mbak. Tapi saya lupa dari siapa.

P : Oh begitu, Baiklah Bu. Terima kasih ya bu atas waktunya.

Guru : Iya mbak sama-sama. Saya tunggu kehadirannya mbak.

P : Baik bu, kalau begitu saya mau permisi dulu ya Bu. Assalamualaikum.

Guru : Baiklah mbak, Waalaikumsalam mbak.

Nomor : Interview 2

Hari, Tanggal : Senin, 26 Februari 2015

Tempat : Di depan teras VIII E

Responden : Peneliti (P)
Nabilah Chanda Ayu (S22)

P : Halo adek, namanya siapa?

S22 : Nabilah, Miss.

P : Nama Lengkapnya siapa?

S22 : Nabilah Chanda Ayuningrum, Miss.

P : Miss boleh minta waktunya sebentar ga dek? Buat wawancara?

S22 : Wawancara apa Miss? Dimana Miss wawancaranya?

P : Wawancara seputar pembelajaran bahasa Inggris dek. Didepan aja yuk dek biar ga terlalu berisik. Oh tapi ini sedang jam istirahat ya, Nabilah mau ke kantin dulu gak?

S22 : Oke Miss. Habis wawancaranya aja Miss saya ke kantinnya gapapa kok.

P : Oh gitu, ya udah. Nabilah suka pelajaran Bahasa Inggris gak?

S22 : Suka Miss, soalnya nanti kan bisa ngomong sama bule Miss, hehe. Tapi ya ada susahny Miss bahasa Inggris.

P : Susahny dimananya dek?

S22 : Kalau tidak tau artinya itu loh Miss. Bingung jadinya. Terus kalau nyusun kalimat kadang salah-salah.

- P : Oh gitu, kalau diantara empat skills nih kayak listening, reading, speaking, dan writing, yang paling susah yang mana?
- S22 : Writing sama speaking Miss.
- P : Kalo writing kenapa susah nya?
- S22 : Ya kayak kosa kata gitu loh miss, kan kosa katanya belum banyak jadi buat menulis kalimat juga terhambat. Terus kadang suka kebalik-balik gitu miss.
- P : Oh berarti di grammarnya susah ya?
- S22 : Iya, Miss.
- P : Kalo pembelajaran di kelas gimana? Menyenangkan tidak?
- S22 : Kadang menyenangkan Miss tapi kadang juga agak tegang. Soalnya kalau mau bertanya agak takut Miss.
- P : Oh begitu. Kalau dikelas belajarnya sendiri apa dalam kelompok?
- S22 : Kadang sendiri Miss kadang berkelompok. Tapi kebanyakannya sendiri.
- P : Pernah disuruh menulis teks begitu ga?
- S22 : belum pernah kayaknya, eh sudah pernah ding, kalau tidak salah menulis deskripsi.
- P : Waktu itu disuruh menulis deskripsinya mendeskripsikan apa?
- S22 : Rumah.
- P : oh berarti sendiri- sendiri gitu ya?
- S22 : Nggak Miss. Berdua.
- P : Oh berdua. Oke deh Nabilah, itu saja yang mau Miss tanyakan. Terima kasih ya. Sekarang kamu bisa jajan di kantin hehe.
- S22 : Iya, Miss.

Nomor : Interview 3
 Hari, Tanggal : Kamis, 26 Februari 2015
 Tempat : Di depan teras VIII E
 Responden : Peneliti (P)
 Sani Adyatma (S27)

- P : Halo Adek, Adek nama lengkapnya siapa?
- S27 : Sani Adyatma.
- P : habis dari kantin ya?
- S27 : iya, Miss.
- P : Miss boleh minta waktunya ga buat wawancara Sani sebentar.
- S27 : waduh wawancara apa Miss? Pakai Bahasa Inggris ya Miss?
- P : Wawancara seputar pembelajaran Bahasa Inggris. Ga kok, wawancaranya pakai bahasa Indonesia. Gimana? Sambil nunggu jam masuk kelas ni.
- S27 : Kalau pakai Bahasa Indonesia mau Miss, kalau pakai Bahasa Inggris saya nggak bisa Miss.
- P : Ga kok, pakai Bahasa Indonesia, tenang aja. Sani suka nggak sama Bahasa Inggris?
- S27 : Ga Miss.
- P : Kok gitu? Memang kenapa ga terlalu suka?

- S27 : Soalnya susah, pelajarannya juga membosankan.
P : Membosannya gimana?
S27 : Ya gitu-gitu aja Miss. Terus saya kurang paham Miss sama materi yang disampaikan.
P : Oh begitu emangnya gurunya menjelaskannya kurang jelas gitu ya?
S27 : Iya Miss.
P : Kenapa ga bertanya saja kalau belum jelas?
S27 : Soalnya suasananya kadang tegang gitu Miss, jadi agak takut mau nanya. Ibunya terlalu serius.
P : oh ya diantara empat skills yang paling susah yang mana?
S27 : Kayaknya writing Miss. Soalnya ga mudeng.
P : ga mudengnya di mana?
S27 : kalau disuruh nerjemah gitu ga tau artinya Miss. Trus kalau buat kalimat juga ga tau soalnya ga tau bahasa Inggrisnya. Terus kalau dikata-kata kadang ada imbuhan s dibelakangnya itu loh Miss, saya ga mudeng.
P : Oh kayak untuk subject he, jadinya he goes gitu ya?
S27 : Iya Miss.
P : pernah disuruh nulis teks ga?
S27 : pernah Miss tapi lupa nulis apa.
P : kemaren pas nulis itu kesulitannya di mananya?
S27 : hmmm lupa, oh, pas mau nulis tu tau mau ngomong apa tapi mau nulisnya kedalam bahasa Inggris mulai bingung, Miss. Kadang juga susah mau nulis apa Miss, ga ada idenya. Atau ga nanti idenya ada tapi bingung melanjutkannya. Makanya Miss susah Bahasa Inggris itu.
P : Oh gitu, ya udah. Wawancaranya udah selesai kok.
S27 : saya boleh masuk kelas ya Miss?
P : Iya, terima kasih waktunya ya Sani.
S27 : Iya Miss, sama-sama.

Nomor : Interview 4
Hari, Tanggal : Kamis, 26 Februari 2015
Tempat : Di depan teras VIII E
Responden : Peneliti (P)
Muhammad Ma'azim (S21)

- P : Halo, ini Ma'azim kan ya?
S21 : Iya Miss, Miss masih inget ya?
P : Iya dong, kan PPL disini lumayan lama.
S21 : hehe iya Miss.
P : oh ya nama lengkapnya siapa?
S21 : Muhammad Ma'azim Miss.
P : Oh oke. Ma'azim lagi sibuk gak?
S21 : Nggak sih Miss. Kenapa Miss?
P : Miss mau wawancara Ma'azim boleh gak?
S21 : ditanya-tanya materi pelajaran gitu ya Miss?
P : Ini bukan tes kok. Cuma tanya-jawab aja. Miss mau lebih tau tentang proses pembelajaran bahasa Inggris.
S21 : Oh gitu, iya Miss gapapa tanya-tanya aja.

- P : Iya, ini santai kok. Ga masuk penilaian. Hehe. Ma'azim suka bahasa Inggris ga?
- S21 : Tidak terlalu suka Miss.
- P : Loh kenapa?
- S21 : Susah Miss. Ga paham. Tugasnya juga banyak, hehe.
- P : Susahnya dimananya?
- S21 : Kalau ga paham artinya itu loh Miss. Misalnya mau mengerjakan tugas nah tapi ga paham maksudnya dan ga tau arti pertanyaannya.
- P : Oh gitu. Biasanya kalo belajar bahasa Inggris sumbernya dari mana aja?
- S21 : dari buku paket, Miss.
- P : dari buku paket aja ya?
- S21 : Iya Miss.
- P : Kalau pelajarannya mengasyikan ga?
- S21 : Kadang-kadang Miss.
- P : kalau menulis pake Bahasa Inggris menurut kamu gimana?
- S21 : Susah Miss. Kayaknya buntu gitu Miss. Kadang kalo ngerjain tugas aja ga selesai Miss. Soalnya kan harus tau artinya dulu Miss. Apalagi kalo disuruh nulis sendiri.
- P : Oke deh Ma'azim. Makasih ya waktunya.
- S21 : Iya Miss, sama-sama.

Nomor : Interview 5
 Hari, Tanggal : Kamis, 26 Februari 2015
 Tempat : Di kelas VIII E
 Responden : Peneliti (P)
 Sekar Indriasworo Ayuningtyas (S28)
 Adila Amalita Hersandi (S1)

- P : Halo adik-adik, ini pada ga ke kantin ya kan istirahat?
- S28 : enggak, Miss. Tadi istirahat pertama kan udah jajan.
- P : Ini pada ga mau kemana-mana ya berarti?
- S28 : Enggak Miss, di kelas aja.
- S1 : Kenapa Miss?
- P : Miss boleh ganggu kalian ga? Miss mau wawancara nih. Dikit aja.
- S1 : wawancara apa Miss?
- S28 : Pakai Bahasa Inggris ya Miss?
- P : Hahaha, enggak pakai bahasa Inggris kok. Wawancara proses pembelajaran kalian aja. Cuma tanya-tanya sedikit. Ini ga mempengaruhi nilai kok. Kayaknya khawatir banget kalau pakai Bahasa Inggris ya?
- S28 : Iya Miss, soalnya saya belum lancar ngomong bahasa Inggrisnya Miss.
- S1 : iya Miss saya juga. Oh ya Miss mau wawancara dimana?

- P : hmmm, ga kok tenang aja ini pakai Bahasa Indonesia, dimana ya enakya, disini aja, lumayan sepi. Temen-temen kalian juga lagi pada keluar kelas.
- S1 : Iya Miss.
- P : Kalian suka sama pelajaran bahasa Inggris gak? Kenapa?
- S1, S28 : lumayan Miss.
- P : Menurut kalian pembelajaran bahasa Inggris yang kalian rasakan itu bagaimana?
- S1 : Kadang mengasyikan Miss, kadang juga membosankan.
- P : mengasyikannya gimana?
- S1 : Kalau pas ngerjain soalnya gampang Miss.
- S28 : Iya Miss, kalau kita mudeng itu lumayan enak, tapi kalau ga mudeng itu males Miss.
- P : memangnya penjelasan yang diberikan gurunya kalian kadang ga paham ya?
- S28 : Iya Miss kadang-kadang.
- P : Kalau membosankannya?
- S1 : Mungkin karena kurang bervariasi aja Miss kegiatannya.
- P : Oh gitu. Oh ya kalau pembelajaran writing gimana?
- S28 : Ya gitu Miss, disuruh nerjemahin, ngerjain soal.
- P : Udah pernah buat teks sendiri?
- S28 : Udah pernah Miss, waktu itu apa yaa...
- S1 : deskripsi bukan si?
- S28 : Oh iya deskripsi Miss, deskripsi Rumah.
- P : Ngerjainnya di sekolah ya?
- S28, S1 : di rumah Miss buat PR.
- S28 : waktu itu waktunya ga selesai Miss.
- P : emangnya susah ya kalo disuruh nulis teks?
- S1 : Susah Miss. Kan teks itu lumayan panjang ya, nah ga tau bahasa Inggrisnya.
- P : Ga pada bawa kamus ya?
- S1 : kadang bawa Miss kadang lupa.
- S28 : Iya Miss sama, anak-anak juga sering lupa bawa kamus. Jadi kadang harus pinjem diperpus.
- P : trus kalo disuruh nulis kendalanya apa aja?
- S1 : kadang kalo kita nerjemahin ke Bahasa Inggrisnya kan kata per kata gitu ya Miss kadang kebalik-balik. Trus kalau mau nulis ternyata susah buat menuangkan idenya itu loh Miss.
- P : Kalau kamu Adilla?
- S28 : Sama Miss, kosa kata saya masih kurang Miss, trus sering salah-salah gitu kalo nulis kalimat.
- P : Pernah menulis dalam kelompok ga?
- 21, S28 : Berdua aja waktu itu Miss.
- P : Oh berdua. Lebih gampang ga?

- S1, 28 : Lumayan Miss. Tapi waktu itu juga belum selesai di sekolah jadi lanjut jadi PR. Apalagi kalau temen sebangku ga masuk Miss kan jadinya sendirian.
- P : Oh gitu. Ada saran ga kira-kira buat pembelajarannya? Mau kayak gimana gitu?
- S1 : Pengennya lebih bervariasi Miss. Biar seru.
- S28 : Iya Miss. Biar semangat belajarnya.
- P : Oh gitu, ya udah. Kalian yang semangat ya belajarnya. Makasih ya waktunya. Wawancaranya udah selesai kok.
- S1, S28 : Iya Miss sama-sama. Miss mau mengajar disini lagi ya Miss?
- P : Iya InsyaAllah.
- S1, S28 : asyik, ditunggu ya Miss.
- P : Iya, Miss pamit dulu ya. Sekali lagi terima kasih ya.
- S1,S28 : Iya Miss.

Nomor : Interview 6
 Hari, Tanggal : Rabu, 23 April 2015
 Tempat : Di kelas VIII E
 Responden : Peneliti (P)
 Ervia Nur Indahsari (S11)
 Nuzullaela Rahmawati (24)

- P : Permissi, Miss boleh duduk di sini gak?
- S11, S24 : Boleh, Miss. Duduk aja Miss.
- P : Miss mau minta waktu kalian boleh nggak? Mau tanya-tanya dikit.
- S11 : Iya boleh, Miss.
- P : Kan kita udah belajar tentang Narrative nih, gimana menurut kalian? Susah gak?
 (S11 dan S24 saling bertatapan)
 Oh ya Miss lupa, sebutin namanya dulu ya. Yang ini siapa namanya?
- S11 : Nama saya Ervia Nur Indahsari.
- S24 : Saya Nuzullaela Rahmawati.
- P : Oke dari Ervia dulu ya, gimana menurut Ervia pembelajaran kemarin? Ada yang susah nggak?
- S11 : Kata-katanya Miss ada yang nggak tau. Jadi palingan agak susah yang itu.
- S24 : Iya Miss, tapi kan Miss selalu mengingatkan untuk bawa kamus pas pelajaran bahasa Inggris. Jadinya kemarin bisa cari dikamus.
- P : Iya dong harus selalu bawa kamus kan masih belajar biar membantu kalian mengartikan kata-kata sulit. Kalau kerja secara kelompoknya kemaren gimana?
- S24 : Asik Miss. Kerjanya jadi cepet.
- P : Terus temen-temennya yang satu kelompok gimana? Pada mau mengerjakan bareng-bareng kan?
- S11 : Mau kok Miss. Jadi kita bagi tugas ada yang nulis di kartonnya itu ada yang nulis untuk oret-oretannya dulu. Ada yang buka kamus.
- S24 : Iya Miss, bener.
- P : Terus apalagi enakunya kalo ngerjainnya secara kolaboratif gitu?

- S24 : Bisa bertukar pendapat Miss. Jadi kemarin sebelum nentuin judulnya semua anak menyampaikan apa ada usul untuk cerita yang akan dibuat gitu.
- S11 : Iya Miss. Ada yang bantuin mikir, hehe. Ngerjain bareng-bareng gitu.
- P : Berarti terbantu ya dengan kerja secara kolaboratif kayak gini?
- S11, S24 : Iya.
- P : Suka nggak nulis teks secara kolaboratif kayak kemarin?
- S24 : Suka Miss.
- P : Ervia?
- S24 : Suka juga Miss. Lebih gampang jadinya.
- P : terus kan kemaren pekerjaan kelompoknya kan dikoreksi ama kelompok lain tuh, ada salahnya nggak? Dibagian mananya?
- S24 : Ada Miss. Itu loh Miss kalo misalnya katanya berubah bentuk gitu. Past tense itu miss.
- P : oh yang dari V1 ke V2 ya itu ya?
- S24 : Iya Miss. Kemarin nggak teliti. Sering lupa ngerubahnya Miss.
- S11 : Iya Miss, sama kalau jumlahnya itu Miss misalnya seekor burung, kadang suka lupa nulis “a” nya.
- P : Berarti bisa saling koreksi gitu ya?
- S11, S24 : Iya, Miss.
- P : Oke deh. Makasih lho udah mau di wawancara.
- S11, S24 : Iya, Miss. Sama-sama.

Nomor : Interview 7
 Hari, Tanggal : Jumat, 23 April 2015
 Tempat : Di kelas VIII E
 Responden : Peneliti (P)
 Ilham Audio Firdaus (S16)

- P : Ilham, Miss boleh minta waktunya nggak buat wawancara?
- S16 : Oh boleh, Miss.
- P : Kemaren gimana pengalamannya waktu belajar berkelompok?
- S16 : Jadinya lebih gampang.
- P : Gampangnya dimana?
- S16 : Bisa bertukar pendapat tentang apa yang mau ditulis.
- P : Kalau mikir sendiri susah ya?
- S16 : Iya, Miss. Kalau bareng-bareng kan idenya lebih bermunculan.
- P : Terus apalagi enakunya?
- S16 : Menambah kosa kata Miss. Kan Miss nyuruh kita kalau ada kata-kata sulit ditulis sama dicari artinya pas ngerjain soal kemaren, nah jadinya jadi tau artinya, Miss.
- P : Oh gitu. Kalau kesulitannya apa?
- S16 : sering lupa ngubah V1 ke V2 Miss. Kadang juga bingung, Miss.
- P : terus kemaren kan pekerjaannya kan udah dikoreksi ama temennya kan?
- S16 : Iya, Miss. Jadinya kemaren ngerti yang mana salahnya. Miss kan juga ngoreksi. Terus kelompoknya aku ada yang dua itu loh Miss misal was walked.

- P : Oh iya, kemaren banyak yang double gitu emang. Enakan sendiri apa kelompokan?
- S16 : kelompokan Miss. Cepet selesai dan mudeng.
- P : Kan kadang siswa malu ya nanya gurunya, kalo sama temennya kan jadi ga malu kan buat nanya?
- S16 : Iya Miss. Kadang kita saling tanya siapa yang tau.
- P : Oke. Makasih ya Ilham.
- S16 : Iya, Miss.

Nomor : Interview 8
 Hari, Tanggal : 2015
 Tempat : Di kelas VIII E
 Responden : Peneliti (P)
 Muhammad Arsyah Sulistyanto (S20)

- P : Halo, Ini Arsyah kan?
- S20 : Iya Miss.
- P : Arsyah lagi ngapain?
- S20 : Nggak lagi ngapa-ngapain Miss.
- P : Arsyah, Miss mau nanya-nanya bentar boleh ya?
- S20 : Boleh Miss. Tanya aja.
- P : Kemarin gimana hasil menulis bersama-samanya?
- S20 : Masih lumayan banyak yang salah Miss.
- P : Oh ya? Dimanaya?
- S20 : Kata kerjanya Miss. V2 nya itu Miss.
- P : Kemaren ngerjainnya bareng-bareng kan?
- S20 : Iya Miss.
- P : Gimana rasanya? Senang nggak?
- S20 : Senang Miss. Enggak tegang. Trus bisa bareng-bareng gitu. Yang bantu banyak.
- P : Membantunya dalam hal apa?
- S20 : Idenya, terus cari arti dikamus, terus apa lagi ya... oh sama ngoreksi tulisan, Miss.
- P : Suka kelompokan apa sendiri?
- S20 : kelompokan, Miss.
- P : Oke Arsyah makasih atas waktunya.
- S20 : Iya, Miss. Sama-sama.

Nomor : Interview 9
 Hari, Tanggal : 2015
 Tempat : Di kelas VIII E
 Responden : Peneliti (P)
 Maharani Galuh Pitaloka Rayi .P (S17)

- P : Halo, habis jajan ya?
- S17 : Iya, Miss.
- P : Dimakan dulu aja, dihabiskan dulu.
- S17 : Iya, Miss. Ini tinggal dikit lagi.
 Gimana, Miss?

- P : Ini Galuh Kan?
 S17 : Iya, Miss.
 P : Nama lengkapnya siapa?
 S17 : Maharani Galuh Pitaloka Rayi Pangesti.
 P : Wah panjang bener namanya.
 S17 : Iya, Miss. Hehe.
 P : Gimana kemaren pengalamannya belajar berkelompok? Menyenangkan nggak?
 S17 : Pengalamannya itu belajarnya menyenangkan, Miss. Saya seneng.
 P : Oh ya? Kenapa menyenangkan?
 S17 : Nulisnya jadi cepet selesai. Ada yang bantuin soalnya.
 P : Oh gitu. Kemaren Galuh satu kelompok sama siapa aja?
 S17 : Sama Arsyah. Agus, dan sama
 P : Terus kemaren bagi tugas gitu ya?
 S17 : Iya Miss.
 P : Kalo ide ceritanya?
 S17 : Bareng-bareng Miss. Kesepakatan bersama. Jadi kemaren enakunya bisa bertukar pendapat. Idenya semakin banyak.
 P : Oh gitu. Terus lainnya? Kayak kosa katanya jadi nambah gak?
 S17 : Iya, Miss. Soalnya setiap kata-kata sulit dicatet trus dicari artinya.
 P : berarti kerja kolaboratif kayak kemaren bisa dibilang memudahkan gitu ya?
 S17 : Iya, Miss.
 P : Oke deh, Miss tanya itu aja. Dilanjutin aja makan makannanya kalo masiha ada, hehe.
 S17 : Udah habis kok Miss.
 P : Ya udah, makasih ya waktunya.
 S17 : Iya, Miss. Sama-sama.

Nomor : Interview 10
 Hari, Tanggal : Kamis, 23 April 2015
 Tempat : Di depan teras VIII E
 Responden : Peneliti (P)
 Guru Bahasa Inggris (GBS)

(P mendatangi GBS yang sedang duduk)

- GBS : Gimana Mbak?
 P : Alhamdulillah Cycle satu sudah, Bu.
 GBS : Iya, gimana? Ada kesulitan kah?
 P : kendala waktu, Bu. Perasaan waktu cepat sekali, Bu. Tadi juga ada latihan yang akhirnya saya jadikan PR, Bu.
 GBS : Iya, Mbak.
 P : kalo dari Cycle 1 ini gimana Bu?
 GBS : Saya rasa sudah sesuai perencanaan ya walaupun mungkin seperti yang Mbak bilang tadi ada latihan yang akhirnya jadi PR.
 P : Iya, Bu. Vocab anak-anak juga masih kurang sekali. Jadinya mungkin kemarin menulisnya agak lama.

- GBS : Iya, Mbak. Kadang mereka jarang bawa kamus.
- P : Iya, Bu. Makanya sebelum pulang biasanya saya ingatkan. Saya selalu mengecek kamus setiap anak apakah bawa atau tidak. Soalnya kan mereka masih belajar jadi kamus itu sangat penting dan membantu mereka.
- GBS : Iya, Mbak. Oh ya sama ini ya mbak mungkin pengontrolan kelasnya ditambah lagi, takutnya nanti ada siswa yang tidak mengerjakan.
- P : Iya, Bu. Kemarin itu saya keliling kelas mengontrol satu persatu. Saya tanya progressnya dan partisipasi setiap anak didalam kelompok itu sendiri.
- GBS : Iya mbak, kalo soal kemampuan kan beda-beda ya Mbak, jadi mungkin peningkatan kemampuannya juga beda-beda. Apalagi ini kan *skill*nya menulis. Menulis itu kan sulit ya apalagi bagi siswa SMP, jadi ya grammar sama vocabnya masih kurang.
- P : Iya, Bu. Makanya saya juga setiap pertemuan selalu meminta mereka menulis kata-kata sulit buat dirtikan biar *vocab*nya nambah.
- GBS : Iya, Mbak. Sama ini ya Mbak kan kalo lagi adzan ternyata siswa dibelakang masih ada yang ngomong, itu diingatkan lagi soalnya di K13 kan juga nilai religiusnya harus ditingkatkan.
- P : Oh iya, Bu. Kalau Adzan saya menyuruh mereka untuk diam sejenak mendengar sampai adzan selesai. Tapi kemarin juga kurang teliti Bu jadi mungkin masih ada yang sibuk sendiri. Iya, nanti kedepannya saya ingatkan lagi merekanya.
- GBS : Iya, Mbak. Kalau dari saya sih itu aja masukannya. Mungkin mbak punya hal yang mau disampaikan?
- P : Nggak bu. Nanti saya mau menilai hasil kemarin habis Cycle 1 itu. Mungkin nanti hasilnya bisa saya bicarakan dengan Ibu.
- GBS : Oh iya, Mbak. Nanti habis Cycle 2 saja. Selesai semuanya. Nanti hasilnya dari pre-test sampai akhir dikasih ke saya ya Mbak.
- P : Oh gitu, iya Bu baiklah.
- GBS : Sudah? Ada lagi?
- P : Tidak, Bu. Terima kasih ya Bu masukannya.
- GBS : Iya, Mbak.
- P : Saya pamit dulu mau ke perpustakaan.
- GBS : Oh iya, Mbak.

Nomor : Interview 11
 Hari, Tanggal : Kamis, 30 April 2015
 Tempat : Di kelas VIII E
 Responden : Peneliti (P)
 Dinda Amalia Primadistyanto (S10)

- P : Halo, Dinda kan?
- S10 : Iya, Miss.
- P : Dinda nggak ke kantin? Nggak laper ? kan nggak pulang ke rumah dulu.
- S10 : Udah pas istirahat pertama tadi, Miss. Ini jajanannya masih ada.
- P : Oh gitu, berarti Miss boleh minta waktunya Dinda sebentar buat wawancara ya?

- S10 : Boleh, Miss.
P : kelas VIII E kan udah dua minggu lebih belajar ama Miss nih, bisa certain nggak pengalamannya Dinda gimana selama diajar Miss Titin?
S10 : Seru, asik, Miss.
P : Serunya dimana
S10 : Pas belajar kolaboratif. Tapi semuanya aku suka kok, Miss.
P : Jadi merasa termotivasi nggak belajar Bahasa Inggrisnya? Terutama di writingnya?
S10 : Iya, Miss, soalnya belajarnya jadi nggak ngebosenin.
P : Tapi mudeng kan sama pelajarannya?
S10 : Mudeng Miss.
P : Bagus deh kalo gitu. Oh ya kalo yang kelompokan kemaren certain dong serunya dimana? Terus apa aja yang Dinda dapetin dari belajar kelompok itu?
S10 : Serunya ngerjain tugasnya bareng-bareng. Nulis ceritanya juga bareng-bareng, saling bantu gitu. Kalo sendiri kan pasti lama, Miss. Kalo bareng-bareng itu tuh nyari idenya lebih gampang.
P : Terus kalo pelajaran yang udah Dinda dapetin?
S10 : jadi tau tentang fable, Miss. Tau generic structurenya,. Tau ngebedainnya itu. Terus kosa katanya juga nambah, Miss. Soalnya kan setiap pertemuan ketemu tulisan lagi trus kan yang sulit dicatet dibuku, jadinya inget. Hmmm, apalagi ya... Oh jadi tau V2 Miss. Pas awal-awal kan aku banyak salahnya, Miss. Terus jadi belajar deh.
P : Ada yang lain lagi nggak?
S10 : Suasana belajarnya menyenangkan Miss.
P : berarti dua minggu belajar sama Miss, dinda belajar hal baru kan?
S10 : Iya, Miss. Sekarang udah mudeng pokoknya.
P : Bagus kalo kayak gitu. Nanti harus tetep rajin belajar ya.
S10 : Iya, Miss.
P : Oke wawancaranya udah nih, Miss mau wawancara yang lainnya dulu. Makasih ya Dinda.
S10 : Oke, Miss. Sama-sama.

Nomor : Interview 12
Hari, Tanggal : Senin 4 Mei 2015
Tempat : Di kelas VIII E
Responden : Peneliti (P)
Agus Tri Pamungkas (S3)

- P : Halo, Agus. Minta waktunya sebentar ya buat wawancara?
S3 : Waduh, malu Miss.
P : Lah, malu kenapa? Kan ga masuk tv.
S3 : hehe ya malu aja, Miss.
P : Nggak lah, ini nyante kok. Cuma nanya-nanya proses pembelajaran yang kemarin aja. Mau ya?
S3 : hmmm, oke, Miss.
P : Nah gitu dong. Kan udah dua minggu lebih nih belajar sama Miss, gimana ada peningkatan nggak kira-kira?
S3 : ada, Miss. Banyak.

- P : certain dong peningkatannya dimana aja?
 S3 : Jadi mudeng gitu, Miss.
 P : berarti materi yang Miss sampaikan itu kamu paham ya?
 S3 : Iya, paham, Miss.
 P : kalo vocabnya nambah gak?
 S3 : Vocab?
 P : Iya, Vocab, Vocabulary, kosa kata.
 S3 : Oh iya Miss, meningkat.
 P : Kalo writingnya sendiri gimana kemarin?
 S3 : Meningkat juga Miss. Udah bisa nulis cerita bahasa Inggris, ya walaupun mungkin masih jelek.
 P : Namanya juga masih belajar ya kan?
 S3 : hehe, iya, Miss.
 P : terus kemaren pengalaman apa aja yang didapat? Seru gak kemaren?
 S3 : Seru, Miss. Ya pengalamannya bisa bekerja sama dengan teman-teman, saling membantu, bisa bertukar pendapat. Kalau menulis sendiri kan masih sering bingung. Ini kalau ngerjain bareng enak ada yang bantu. Trus dulunya kan nggak tau kata kerja dua itu loh Miss, sekarang jadi tau.
 P : Kan kemaren pekerjaannya dikoreksi temen lain, itu gimana?
 S3 : Iya Miss, dengan kayak gitu kita jadi tau salahnya dimana. Kemaren tanda baca juga dikoreksi jadinya pas nulis selanjutnya lebih memperhatikan tanda baca juga.
 P : senang nggak dengan pembelajaran kemaren?
 S3 : senang, Miss.
 P : Berarti sekarang kalau disuruh nulis narrative kayak fable gitu udah bisa ya?
 S3 : InsyaAllah, Miss. Kan udah belajar Miss.
 P : Iya, bagus. Ditingkatkan lagi ya.
 S3 : Iya, Miss.
 P : Oke, Makasih ya Gus.
 S3 : Oke Miss, sama-sama.

Nomor : Interview 13
 Hari, Tanggal : Senin, 4 Mei 2015
 Tempat : Di kelas VIII E
 Responden : Peneliti (P)
 Adila Amalita Hersandi (S1)
 Vena Klarisa Irawati (S30)

- P : Halo kalian, Miss ganggu bentar ya?
 S1 : Mau wawancara ya Miss?
 P : Iya, udah tau ya, hehe. Yang ini Adila kan ya?
 S1 : Iya, Miss.
 P : Kalo yang ini Vena? Eh Vena apa Veni sih?
 S30 : Vena, Miss.

- P : Oh iya, Miss sering kebalik-balik. Soalnya mirip sih, hehe. Ceritain ke Miss dong pengalaman belajar sama Miss kemaren?
- S30 : dari aku ya Miss?
- P : Iya, boleh.
- S30 : Pengalamannya menyenangkan. Enggak tegang.
- S1 : Sama, pokoknya lebih seru. Materinya juga mudah dipahami.
- P : Alhamdulillah kalo gitu. Berarti udah paham dong materi tentang *Narrative text* khususnya Fabel?
- S1, S30: Sudah.
- P : Ada peningkatan nggak selama ini?
- S1, S30: Ada.
- P : Dimananya?
- S1 : Jadi bisa nulis teks fable.
- S30 : Kosa katanya bertambah, terus jadi paham kalau waktu lampau memakai kata kerja bentuk kedua.
- P : terus kalo pengalamannya menulis berkolaborasi kemarin apa?
- S1 : Jadi tambah wawasan, kalo ada yang salah bisa tau soalnya dibenerin sama teman dan sama Miss juga.
- S30 : idenya juga terbantu.
- P : asyik nggak menulis berkolaborasi kayak kemaren?
- S1, S30: Asyik, Miss.
- S1 : Kalo saya suka, Miss. Soalnya jadi banyak ide gitu lho, Miss.
- P : oh gitu. Kalo dari penulisannya gitu gimana? Misalnya huruf kapitalnya?
- S30 : Iya, Miss. Kadang kan kalo nulis udah nggak memperhatikan lagi gitu lho, Miss. Tapi kemaren kan dikoreksi jadinya tau salahnya dimana.
- P : Oh begit, oke deh, makasih lho ya.
- S1 : Udah, Miss?
- P : udah segitu aja.
- S1, S30: Oke, Miss.

Nomor : Interview 14
 Hari, Tanggal : Senin, 4 Mei 2015
 Tempat : Di kelas VIII E
 Responden : Peneliti (P)
 Miftah Faizun (S19)

- P : Miftah, lagi nggak sibuk ya?
- S19 : Nggak, Miss.
- P : Miss boleh dong tanya-tanya?
- S19 : Iya, Miss. Gimana?
- P : Miftah seneng nggak pembelajaran bahasa Inggris sama Miss dua minggu lebih kemaren?
- S19 : Seneng, Miss.
- P : certain ke Miss dong pengalamannya.
- S19 : Pembelajarannya jadinya nggak membosankan dan tidak tegang.
- P : Suka sama pembelajaran kelompok kemaren berarti ya?
- S19 : Iya Miss. Jadi lebih cepet nulisnya.
- P : Terus bisa bekerja sama gitu ya?

- S19 : Iya, Miss. Trus kalo ada yang bingung juga bisa tanya-tanya ke temen yang lebih tau atau tanya sama Miss.
- P : Tapi materi yang kemarin diajarkan paham kan?
- S19 : Paham, Miss. Cuma ya kadang-kadang nggak tau kata kerja keduanya apa gitu Miss.
- P : oh gitu, kalo latihan-latihan yang diberikan kemarin membantu nggak?
- S19 : membantu sekali, Miss. Kayak yang ngisi kata-kata itu kan harus tau artinya nah jadinya buka kamus dan itu nambah kosa kata.
- P : Jadi kosa katanya meningkat ya?
- S19 : Iya, Miss.
- P : kalo menulis teks kemarin susah nggak si menurut kamu?
- S19 : Lumayan, Miss. Soalnya kadang kan nggak tau bahasa Inggrisnya terus kadang juga kan kebalik-balik.
- P : Menurut kamu, kemampuanmu meningkat nggak?
- S19 : Meningkat, Miss. Jadi tau menulis cerita, terus kosa katanya juga.
- P : Oh bagus lah kalo gitu. Oke, makasih ya waktunya.
- S19 : Iya, Miss. Sama-sama.

Nomor : Interview 15
 Hari, Tanggal : Senin, 09 Maret 2015
 Tempat : Di depan teras VIII E
 Responden : Peneliti (P)
 Guru Bahasa Inggris (GBS)

- P : Terima kasih ya Bu, sudah membantu saya.
- GBS : Iya, Mbak, sama-sama. Gimana Mbak perasaannya? Sudah lega ya sudah penelitian?
- P : Alhamdulillah, Bu. Sudah lega sekali. 1 proses sudah selesai. Oh ya Bu, mau tanya-tanya ya Bu.
- GBS : Oh, iya, silahkan Mbak.
- P : Kalau menurut ibu bagaimana tentang kegiatan belajar mengajarnya, Bu? Apakah aktifitas-aktifitas yang saya berikan kepada siswa sudah meningkatkan motivasi mereka?
- GBS : Kalau saya liat prosesnya, sudah ada keliatan meningkat, Mbak.
- P : Kalau materinya gitu Bu?
- GBS : Menurut saya sudah tersampaikan dengan baik, walaupun siswanya ada yang nggak paham juga saya liat mereka tidak malu untuk bertanya. Kalau menurut mbaknya kemarin gimana pengalamannya? Sudah sesuai perencanaan semuanya kan Mbak?
- P : Alhamdulillah lancar, Bu. Ya kemarin ada sedikit masalah waktu, Bu. Jadi harusnya ada yang harusnya sudah dicapai hari itu tapi ujungnya jadi pr. Ya saya maklum Bu, kan mereka juga masih SMP.
- GBS : Nah iya mbak, saya aja kadang ngerasa kurang jamnya. Tapi yang penting masalahnya sudah bisa diatasi kan mbak ya.
- P : iya, Bu. Oh ya kalau mengenai feedbacknya bagaimana menurut ibu?
- GBS : Ya sudah berjalan baik. Feedbacknya kemaren itu dari siswa dan dari Mbak sendiri kan ya?

- P : Iya, Bu.
- GBS : Ya, sudah berjalan walaupun mungkin kadang siswa ka nada yang nggak teliti juga atau mungkin yang salah malah juga nggak tahu.
- P : Iya, Bu. Yang penting merekanya belajar, juga saya dukung dengan *feedback* dari saya biar mereka semakin paham. Kalau pengontrolan kelasnya bagaimana Bu?
- GBS : Iya kemarin pas di cycle dua sudah lebih baik ya mbak pengontrol kelasnya. Ya wajar mbak anak-anak kan kalo dikelompokan kadang awalnya rebut sendiri.
- P : Iya, Bu. Makanya kemarin saya berusaha semaksimal mungkin mengontrol mereka, supaya semua anggota didalam kelompok itu terlibat dalam menulis teksnya. Tapi alhamdulillahnya siswa disini ya kalau kitanya memberitahunya pas mereka nurut.
- GBS : Iya, Mbak. Kemarin juga saya liat mereka terlihat enjoy mengerjakan tulisannya.
- P : Oh iya, kemarin ini hasil tes terakhirnya, Bu (sambil memberikan kertas siswa). Tapi ini saya mau koreksi dulu, Bu. Nanti untuk hasilnya akan saya serahkan ke Ibu. Mungkin dua hari lagi.
- GBS : Oh iya, Mbak. Tapi gimana mbak sepintas menurut Mbak ada peningkatan tidak?
- P : Alhamdulillah ada Bu. Siswa sudah bisa membedakan generic structure, terus juga verb duanya. Selain itu, mereka kan sering terbalik-balik menulis nah dari hasil terakhir sudah menunjukkan peningkatan yang lumayan Bu, walaupun mungkin ada beberapa yang masih salah.
- GBS : Iya, Mbak. Sepintas juga sudah terlihat ada peningkatan. Ya, Baguslah ya mbak.
- P : Nanti akan saya rekap hasil dari tes pertama sampai terakhir nanti saya serahkan ke ibu secepatnya, insyaallah dua hari lagi.
- GBS : Kalo email saja nggak apa-apa Mbak daripada Mbak bolak-balik Yogya-Magelang.
- P : Iya, Bu. Tapi saya juga sekalian mau mengambil surat bukti telah melakukan penelitian.
- GBS : Oh begitu, baiklah kalau begitu, Mbak, saya tunggu.
- P : Iya, Bu, sekali lagi terima kasih ya Bu.
- GBS : Sama-sama Mbak. Semoga sukses ya Mbak, lancar skripsinya biar cepat lulus.
- P : Iya, Bu. Aamiin. Kalau begitu saya pamit dulu ya, Bu.
- GBS : Oh, iya Mbak. Hati-hati ya Mbak.
- P : Iya, Bu terima kasih. Assalamua'laikum.
- GBS : Wa'alaikumsalam.

Appendix 2

Observation Checklist

OBSERVATION CHECKLIST

Observer : Dra. Ita Sari Ganiwati

No.	Researcher's Activities	Meeting				
		1	2	3	4	5
1.	The researcher opens the class by greeting, asking students' condition, and checking their attendance.	√	√	√	√	√
2.	The researcher informs the objectives of the lesson.	√	-	√	-	-
3.	The researcher introduces the text that will be learned (Narrative text)	√	-	√	-	-
4.	The researcher identifies students' understanding about a narrative text.	√	√	√	√	√
5.	The researcher asks the students about examples of Narrative Texts.	√	-	√	-	-
6.	The researcher gives a handout to the students.	√	√	√	√	√
7.	The researcher introduces a model of narrative text (fable) through the input text.	√	-	√	-	-
8.	The researcher asks the students to read the text.	√	-	√	√	-
9.	The researcher asks the students to identify things they want to know further.	√	-	√	-	-
10.	The researcher gives chances to the students to ask questions.	√	√	√	√	√
11.	The researcher gives some questions related to the text.	√	-	√	√	-
12.	The researcher explains about the generic	√	-	√	-	-

	structure and language features of a narrative text.					
13.	The researcher divides students into groups.	√	√	√	√	√
14.	The researcher gives the students an assignment as a collaborative exercise.	√	√	√	√	√
15.	The researcher gives time to the students to work together.	√	√	√	√	√
16.	The researcher moves around the class to monitor and see the students' progress.	√	√	√	√	√
17.	The researcher gives feedback on students' works.	√	√	√	√	√
18.	The researcher asked the students to write a narrative text collaboratively.	-	√	-	√	√
19.	The researcher concludes the material.	√	√	√	√	√
20.	The researcher closes the class by greeting.	√	√	√	√	√

No.	Students' Activities	Meeting				
		1	2	3	4	5
1.	Students respond to the researcher's greetings.	√	√	√	√	√
2.	Students pay attention to the researcher's explanation.	√	√	√	√	√
3.	Students read the text.	√	√	√	√	√
4.	Students list things that they want to know further.	√	-	√	-	-
5.	Students work in groups.	√	√	√	√	√
6.	Students ask the researcher if they have questions related to the material.	√	√	√	√	√

7.	Students make a narrative text collaboratively.	-	√	-	√	√
8.	Students give feedback on another group's writing.	-	√	-	-	√
9.	Students share their ideas, thoughts, and knowledge in their own group.	√	√	√	√	√
10.	Students do tasks in groups.√	√	√	√	√	√

Appendix 3

Course Grids and Lesson Plans

**THE COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF GRADE VIII E OF SMPN 6 MAGELANG
IN THE ACADEMIC YEAR 2014/2015**

School : SMPN 6 Magelang

Grade : VIII E

Subject : English Language

Semester : 2

Core competence:

4.1 Mencoba, mengolah, dan menyajidalamranahkonkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Basic competence:

4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fable pendek dan sederhana penggunaannya

Learning Objectives	Indicators	Teaching and Learning Activities	Learning Materials	Media	Input Text	Time Allocation
At the end of the lesson, students are able to produce a narrative text in the form of a fable.	1. Students are able to identify the generic structure of the narrative text. 2. Students are able to identify the use of the simple past tense in the	A. Observing 1. Students read a text entitled “The Wolf and the Goat”. 2. Students make a list things that they want to know further about the text.	A fable sets out to teach the reader or listener a lesson they should learn about life. The narrative drives towards the closing moral statement, the fable’s theme: the early bird gets the worm, where there’s a will there’s a way, work hard and always plan ahead for lean	A white board	Written Text	4X40 Minutes

	<p>narrative text.</p> <p>3. Students are able to identify the signal words used in the narrative text.</p> <p>4. Students are able to use V2 in the narrative text.</p> <p>5. Students are able to modify V1 form into V2 form in the texts.</p> <p>6. Students are able to rearrange the jumble words into good orders.</p> <p>7. Students are able to rearrange the jumbled sentences into a good paragraph.</p> <p>8. Students are able to rearrange the jumbled paragraph into a good text based on the generic structure of the narrative text.</p> <p>9. Students are able to write a narrative text in</p>	<p>B. Questioning</p> <p>1. Students make a list of questions according to things that they want to know further that they have listed before.</p> <p>2. Students also make temporary answers of the questions that they have formulated.</p> <p>3. Students with the teacher discussed the text further.</p> <p>4. Students are given time to ask any question related to the material.</p> <p>C. Collecting Information</p> <p>1. Students reread the text.</p> <p>2. Students study about the social function of the text, the generic structure of the text and language features used in the text.</p> <p>3. Students study and find more explanation</p>	<p>times, charity is a virtue.</p> <p>The generic structure of the text:</p> <ul style="list-style-type: none"> • Orientation: It introduces the participants which involve in the story. • Complication: It brings the rising conflict. • Resolution: It comes to a solution for the complication. In narrative texts, a resolution can be happy ending or sad ending. <p>The language features of a narrative text are often:</p> <ul style="list-style-type: none"> • presented in spoken or written form; • told/written in first or third person (I, we, she, it, they); • told/written in past tense (sometimes in present tense); Past tense: S + V2 • Chronological (plot or content have a chronology of events that happened in a particular order); • Using signal time (then, next, afterwards, just then, an hour later etc.) • direct and indirect speech. 			
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	<p>the form of fable using their own words.</p>	<p>about the social function of the text, the generic structure of the text and language features used in the text.</p> <p>C. Associating</p> <ol style="list-style-type: none"> 1.Students are divided into groups. Each group consists of 4 students. 2.In groups, students identify the generic structure of the narrative text. 3. Students complete V1 and V2 and the meaning of the words as well. 4.In groups, students complete the missing words in a paragraph. 5.In groups, students rearrange jumbled words into good sentences. <p>E. Communicating</p> <ol style="list-style-type: none"> 1. Students share their answers with other groups. 2. Students with the 				
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		<p>teacher discussed the answers.</p> <p>F. Creating Collaborative writing:</p> <ol style="list-style-type: none"> 1. In groups, students discussed the fable that they will write. 2. Each member in a group are responsible to share their ideas, knowledge, and thoughts. 3. Students make their first draft of their writing. 4. Students exchange their work to another group. 5. Students give feedback on another group's writing. 6. After getting feedback from another group, students in groups revise their group writing. 7. Students write the final draft of their writing. 8. Students submit 				
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		their work to the teacher and the teacher gives feedback on their writing.				
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**THE COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF GRADE VIII E OF SMPN 6 MAGELANG
IN THE ACADEMIC YEAR 2014/2015**

School : SMPN 6 Magelang

Grade : VIII E

Subject : English Language

Semester : 2

Core competence:

4.1 Mencoba, mengolah, dan menyajidalamranahkonkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Basic competence:

4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fable pendek dan sederhana penggunaannya

Learning Objectives	Indicators	Teaching and Learning Activities	Learning Materials	Media	Input Text	Time Allocation
At the end of the lesson, students are able to write a narrative text in the form of a fable.	1. Students are able to identify the generic structure of the narrative text. 2. Students are able to identify the use of the simple past tense in the	A. Observing 1. Students read a text entitled “A Wolf in Sheep Clothing”. 2. In groups, students make a list things that they want to know further about the text.	A fable sets out to teach the reader or listener a lesson they should learn about life. The narrative drives towards the closing moral statement, the fable’s theme: the early bird gets the worm, where there’s a will there’s a way, work hard and always plan ahead for lean	A white board	Written Text	5 X40 Minutes

	<p>narrative text.</p> <p>3. Students are able to identify the signal words used in the narrative text.</p> <p>4. Students are able to use V2 in the narrative text.</p> <p>5. Students are able to modify V1 form into V2 form in the texts.</p> <p>6. Students are able to rearrange the jumble words into good orders.</p> <p>7. Students are able to rearrange the jumbled sentences into a good paragraph.</p> <p>8. Students are able to rearrange the jumbled paragraph into a good text based on the generic structure of the narrative text.</p> <p>9. Students are able to write a narrative text in</p>	<p>B. Questioning</p> <p>1. In groups, Students make a list of questions according to things that they want to know further that they have listed before.</p> <p>2. Students also make temporary answers of the questions that they have formulated.</p> <p>3. Students with the teacher discussed the text further.</p> <p>4. Students are given time to ask any question related to the material.</p> <p>C. Collecting Information</p> <p>1. Students reread the text.</p> <p>2. Students study about the social function of the text, the generic structure of the text and language features used in the text.</p> <p>3. Students study and find more explanation</p>	<p>times, charity is a virtue.</p> <p>The generic structure of the text:</p> <ul style="list-style-type: none"> • Orientation: It introduces the participants which involve in the story. • Complication: It brings the rising conflict. • Resolution: It comes to a solution for the complication. In narrative texts, a resolution can be happy ending or sad ending. <p>The language features of a narrative text are often:</p> <ul style="list-style-type: none"> • presented in spoken or written form; • told/written in first or third person (I, we, she, it, they); • told/written in past tense (sometimes in present tense); <p>Past tense: S + V2</p> <ul style="list-style-type: none"> • Chronological (plot or content have a chronology of events that happened in a particular order); • Using signal time (then, next, afterwards, just then, an hour later etc.) • Direct and indirect speech. 			
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	<p>the form of fable using their own words.</p>	<p>about the social function of the text, the generic structure of the text and language features used in the text.</p> <p>C. Associating</p> <ol style="list-style-type: none"> 1. In groups, students identify the generic structure of the narrative text. 2. In groups, students complete missing words in the text with the correct answer. 3. Students then rearrange the jumbled words into good sentences and rearrange the jumbled sentences into a good paragraph. 4. Students change the words in the brackets with the correct form. 5. Students make a list of difficult words in the text and find the meaning of them. 6. <p>E. Communicating</p> <ol style="list-style-type: none"> 1. Students share their 				
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		<p>answers with other groups.</p> <p>2. Students with the teacher discussed the answers.</p> <p>F. Creating</p> <p>Collaborative writing:</p> <p>1. In groups, students discussed the fable that they will write.</p> <p>2. Each member in a group is responsible to share their ideas, knowledge, and thoughts.</p> <p>3. Students make their first draft of their writing.</p> <p>4. Students exchange their work to another group.</p> <p>5. Students give feedback on another group's writing.</p> <p>6. After getting feedback from another group, students in groups revise their group writing.</p> <p>7. Students write the</p>				
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		<p>final draft of their writing.</p> <p>8. Students submit their work to the teacher and the teacher gives feedback on their writing.</p>				
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII /2
Materi Pokok	: <i>Narrative Text</i>
Pertemuan Ke-	: 1 dan 2
Alokasi Waktu	: 4 X 40 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
- 4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fable pendek dan sederhana penggunaannya

C. Indikator Pencapaian Kompetensi

- 1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
- 2. Terbiasa jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3. Terbiasa bekerja sama, dan cinta damai dalam melaksanakan komunikasi fungsional.
- 4. Siswa dapat mengidentifikasi *generic structure* dari teks naratif berbentuk fable pendek dan sederhana.
- 5. Siswa dapat mengidentifikasi penggunaan kata kerja *past tense* dalam teks naratif berbentuk fable pendek dan sederhana.
- 6. Siswa dapat mengidentifikasi *signal words* di dalam teks naratif berbentuk fabel pendek dan sederhana.
- 7. Siswa dapat menggunakan kata kerja kedua di dalam sebuah teks naratif yang berbentuk fabel.
- 8. Siswa dapat menulis teks naratif berbentuk fabel pendek dan sederhana.

D. Tujuan Pembelajaran

Di akhir pembelajaran siswa diharapkan dapat menulis teks naratif berbentuk fable pendek dan sederhana dengan menggunakan ungkapan dan struktur teks yang runtut serta unsur kebahasaan yang benar dan sesuai konteks.

E. Materi Pembelajaran.

- The purpose of Narrative Text (Fable)

Purpose:

A fable sets out to teach the reader or listener a lesson they should learn about life. The narrative drives towards the closing moral statement, the fable's theme: the early bird gets the worm, where there's a will there's a way, work hard and always plan ahead for lean times, charity is a virtue.

- Generic Structure of Narrative Text

- Orientation: It introduces the participants which involve in the story.
- Complication: It brings the rising conflict.
- Resolution: It comes to a solution for the complication. In narrative texts, a resolution can be happy ending or sad ending.

- The language features of a narrative text are often:

- presented in spoken or written form;
- told/written in first or third person (I, we, she, it, they);
- told/written in past tense (sometimes in present tense);
- Chronological (plot or content have a chronology of events that happened in a particular order);
- Using signal time (then, next, afterwards, just then, an hour later etc.)

F. Metode Pembelajaran

- Pendekatan : *Scientific*

- Teknik : *Collaborative Writing*

G. Langkah-Langkah Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi Kegiatan
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam dan siswa menjawab salam. 2. Salah satu Peserta didik memimpin doa, agar memudahkan dalam menerima materi pembelajaran. 3. Guru mengecek kehadiran Peserta didik 4. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 5. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.
Inti	<ol style="list-style-type: none"> 1. Observing <ol style="list-style-type: none"> 1. Guru memberikan model teks kepada siswa. 2. Siswa membaca dan mengamati teks pada Task 1. 2. Questioning <ol style="list-style-type: none"> 1. Siswa membuat daftar pertanyaan terkait dengan teks naratif pada Task 1. 2. Siswa bertanya terkait dengan model teks kepada guru. 3. Collecting information <ol style="list-style-type: none"> 1. Siswa kembali memperhatikan model teks yang telah diberikan. 2. Siswa mengumpulkan informasi mengenai fable melalui bertanya pada guru (purpose, generic structure, and language features of a narrative text). 3. Siswa memperhatikan kata kerja yang digunakan dalam model teks pada Task 1. 4. Siswa mendengarkan informasi yang disampaikan guru mengenai <i>regular</i> dan <i>irregular verbs</i>.

Kegiatan	Deskripsi Kegiatan
	<p>5. Siswa mendengarkan informasi yang disampaikan guru tentang <i>simple past tense</i> serta <i>verbs</i> yang digunakan dalam teks narrative pada Task 1.</p> <p>6. Siswa memperhatikan <i>signal words</i> yang digunakan dalam teks tersebut pada Task 1.</p> <p>4. Associating</p> <ol style="list-style-type: none"> 1. Siswa dibagi dalam beberapa kelompok dimana didalam satu kelompok terdapat 3-4 anak. 2. Siswa bersama kelompoknya membaca teks pada Task 5. 3. Siswa menjawab pertanyaan-pertanyaan pada Task 6. 4. Siswa mengerjakan latihan tentang mengidentifikasi struktur teks naratif berbentuk fabel pendek dan sederhana secara berkelompok pada Task 7. 5. Siswa secara berkelompok mengerjakan Task 8 yaitu melengkapi kolom verb1 dan verb2 serta melengkapi artinya. 6. Siswa secara berkelompok mengerjakan Task 9 tentang melengkapi kata-kata di dalam sebuah teks. 7. Siswa mengerjakan latihan bersama kelompoknya menyusun kata-kata acak pada Task 10 menjadi kalimat yang benar. 8. Pada Task 11, siswa membuat daftar kata-kata sulit berdasarkan teks pada Task 5 yang belum mereka ketahui artinya kemudian mencari artinya didalam kamus. <p>5. Communicating</p> <ol style="list-style-type: none"> 1. Siswa menyampaikan hasil diskusi mereka secara lisan.

Kegiatan	Deskripsi Kegiatan
	<p>6. Creating</p> <ol style="list-style-type: none"> 1. Siswa bersama kelompoknya menentukan topik untuk tulisan mereka dan mulai untuk menyusun draft awal tulisan mereka. 2. Siswa menukarkan hasil draft awal tulisan mereka dengan kelompok lainnya. 3. Siswa mengoreksi pekerjaan kelompok lainnya. 4. Siswa secara berkelompok merevisi hasil koreksi draft awal tulisan mereka. 5. Siswa mengumpulkan hasil tulisan kelompok mereka. kepada guru. 6. Guru memberikan <i>feedback</i>.
Penutup	<ol style="list-style-type: none"> 1. Guru bersama siswa merangkum materi apa saja yang telah dipelajari. 2. Guru menanyakan apakah peserta didik telah memahami materi pembelajaran yang diberikan. 3. Guru menanyakan kepada siswa apakah siswa memiliki pertanyaan terkait dengan materi yang telah dipelajari. 4. Guru menutup pembelajaran dengan salam.

H. Media dan Sumber Belajar

1. Papan tulis dan spidol
2. Asep Gunawan, dkk. 2013. *When English rings the Bell*. Jakarta: kemendikbud

I. PENILAIAN

- tes tertulis

Rubrik penilaian *writing* siswa

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Sentence structure	Excellent: no errors and a variety length	Adequate few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few error (1-5)	Some errors (6-10)	Some errors (over 10)
Capitalization and punctuation	Error free	Very few error (1-5)	Some errors (6-10)	Some errors (over 10)

$$\text{Nilai} = \frac{\text{nilai yang dipe \textit{oleh}}}{\text{nilai maksimal}} \times 100$$

Model Teks

Task 1. Read the story below.

The Wolf and the Goat

Once upon a time, a wolf, which was out searching for a meal, saw a goat feeding on grass on top of a high cliff. Wishing to get the goat to climb down from the rock and into his grasp, he called out to her.

"Excuse me, dear Goat," he said in a friendly voice, "It is very dangerous for you to be at such a height. Do come down before you injure yourself. Besides, the grass is much greener and thicker down here. Take my advice, and please come down from that high cliff." But the goat knew too well of the wolf's intent.

"You don't care if I injure myself or not. You don't care if I eat good grass or bad. What you care about is eating me."

3. What did the wolf ask the goat to do?
4. Finally, did the wolf get the goat?

Task 3. List things that you want to know further based on the text in Task 1.

Task 4. Study the explanation below.

A fable sets out to teach the reader or listener a lesson they should learn about life. The narrative drives towards the closing moral statement, the fable's theme: the early bird gets the worm, where there's a will there's a way, work hard and always plan ahead for lean times, charity is a virtue.

- Generic Structure of Narrative Text

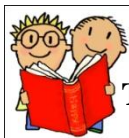
- Orientation: It introduces the participants which involve in the story.
- Complication: It brings the rising conflict.
- Resolution: It comes to a solution for the complication. In narrative texts, a resolution can be happy ending or sad ending.

- The language features of a narrative text are often:

- presented in spoken or written form;
- told/written in first or third person (I, we, she, it, they);
- told/written in past tense (sometimes in present tense);
- Chronological (plot or content have a chronology of events that happened in a particular order);
- Using signal time (then, next, afterwards, just then, an hour later etc.)

The Simple Past Tense

The past simple is used to express a completed action at a definite time in the past. The separate events which occur in sequence in a narrative are expressed using this tense.



Task 5. Read the following text.

The Fox and The Grapes



Long time ago there was a fox who loved to eat. He lived close to a vineyard and he used to stare at the lovely grapes that hung there.

"How juice they look. Oh I am sure these are stuff that melts in the mouth when you have them. If only I could reach them". One sunny day, the fox woke up and

saw the grapes glistening by the sunlight. The vineyard looked heavenly and the grapes looked so luscious that the famished fox could not control himself. He jumped to reach them but he felt down. He jumped again. No, they were much higher. He jumped even more. But they were still out of reach. He jumped and stretched and hopped but to no avail. Those yummy grapes hung higher than the fox could reach. No matter how hard he tried, the fox could not reach the grapes. He panted and began to sweat out of exhaustion.

Giving up finally, he looked up in contempt and said as he walked away, "Those grapes surely must be sour. I wouldn't eat them even if they were served to me on a golden dish."



Task 6. Answer the following questions.

1. What is the story about?
2. Where did the fox live?
3. What did the fox do to get the grapes?
4. What happened to the fox when he tries to get the grapes?
5. Finally, did the fox get the grapes?

Task 7. Decide which part is title, orientation, complication, and resolution.**The Fox and The Grapes**

.....

Long time ago there was a fox who loved to eat. He lived close to a vineyard and he used to stare at the lovely grapes that hung there.

.....

"How juice they look. Oh I am sure these are stuff that melts in the mouth when you have them. If only I could reach them". One sunny day, the fox woke up and saw the grapes glistening by the sunlight. The vineyard looked heavenly and the grapes looked so luscious that the famished fox could no longer control itself. He jumped to reach them but fell down. He jumped again. No, they were much higher. He jumped even more. But they were still out of reach.

.....

He jumped and stretched and hopped but to no avail. Those yummy grapes hung higher than the fox could reach. No matter how hard he tried, the fox could not reach the grapes. He panted and began to sweat out of exhaustion.

.....

Giving up finally, he looked up in contempt and said as he walked away, "Those grapes surely must be sour. I wouldn't eat them even if they were served to me on a golden dish."

.....



Task 8. Complete the missing words in the column with the correct form of the verbs.

V1	V2	Meaning
Eat		
	Reached	
Control		
	Began	
See		
	Said	
Jump		
	Woke	
Walk		
	Served	

Task 9. Rearrange these jumbled words into good sentences.

1. Day-owl-met-fox-a-one-an.
2. Crocodiles-in-were-the-there-many-river.
3. Rabbits- the-to-two-lion-wanted-eat
4. Upon-time-there-a-crocodile-the-river-greedy-a-lived-in.
5. Wolf-the-him-saw-thought-and-dinner-to-get-sheep-the-for.

Task 10. Rearrange these jumbled paragraphs into a good text.**The Thirsty Crow**

The crow tried to push his head into the jug. Sadly, he found that the neck of the jug was too narrow. Then he tried to push the jug to tilt for the water to flow out but the jug was too heavy.

The crow thought hard for a while. Then looking around it, he saw some pebbles. he suddenly had a good idea. He started picking up the pebbles one by one, dropping each into the jug. As more and more pebbles filled the jug, the water level kept rising. Soon it was high enough for the crow to drink. His plan had worked!

One hot day, a thirsty crow flew all over the fields looking for water. For a long time, he could not find any. He felt very weak, almost lost all hopes. Suddenly, he saw a water jug below the tree. He flew straight down to see if there was any water inside. Yes, he could see some water inside the jug!

source: <http://www.moralstories.org/fables/>

Task 11. List the difficult words in the text and find the meaning of them.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII /2
Materi Pokok	: <i>Narrative Text</i>
Pertemuan Ke-	: 3, 4 dan 5
Alokasi Waktu	: 5 X 40 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fable pendek dan sederhana penggunaannya

Indikator Pencapaian Kompetensi

- 1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
- 2. Terbiasa jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3. Terbiasa bekerja sama, dan cinta damai dalam melaksanakan komunikasi fungsional.
- 4. Siswa dapat mengidentifikasi *generic structure* dari teks naratif berbentuk fable pendek dan sederhana.
- 5. Siswa dapat mengidentifikasi penggunaan kata kerja *past tense* dalam teks naratif berbentuk fable pendek dan sederhana.
- 6. Siswa dapat mengidentifikasi *signal words* di dalam teks naratif berbentuk fable pendek dan sederhana.
- 7. Siswa dapat menggunakan kata kerja kedua di dalam sebuah teks naratif yang berbentuk fabel.
- 8. Siswa dapat menulis teks naratif berbentuk fable pendek dan sederhana.

C. Tujuan Pembelajaran

Di akhir pembelajaran siswa diharapkan dapat menulis teks naratif berbentuk fable pendek dan sederhana dengan menggunakan ungkapan dan struktur teks yang runtut serta unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran.

- The purpose of Narrative Text (Fable)

Purpose:

A fable sets out to teach the reader or listener a lesson they should learn about life. The narrative drives towards the closing moral statement, the fable's theme: the early bird gets the worm, where there's a will there's a way, work hard and always plan ahead for lean times, charity is a virtue.

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- Using signal time (then, next, afterwards, just then, an hour later etc.)

E. Metode Pembelajaran

- Pendekatan : *Scientific*
- Teknik : *Collaborative Writing*

F. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam dan siswa menjawab salam. 2. Salah satu peserta didik memimpin doa, agar memudahkan dalam menerima materi pembelajaran. 3. Guru mengecek kehadiran Peserta didik 4. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 5. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.
Inti	<p>2. Observing</p> <ol style="list-style-type: none"> 1. Guru memberikan teks naratif kepada siswa. 2. Siswa membaca dan mengamati teks. <p>2. Questioning</p> <ol style="list-style-type: none"> 1. Guru menanyakan hasil pengamatan siswa. 2. Guru menanyakan pertanyaan-pertanyaan terkait dengan teks tersebut. 3. Guru memberi kesempatan kepada siswa untuk bertanya terkait dengan teks. <p>3. Collecting information</p> <ol style="list-style-type: none"> 1. Siswa kembali memperhatikan teks yang telah diberikan. 2. Pada Task 3, siswa membuat <i>"list of things that I want to know further"</i> 3. Pada Task 4, siswa membuat <i>temporary answers</i> berdasarkan hal-hal yang ingin mereka ketahui lebih lanjut sesuai dengan Task 3. 4. Siswa mengumpulkan informasi mengenai hal-hal yang ingin mereka ketahui lebih lanjut melalui guru dan

Kegiatan	Deskripsi Kegiatan
	<p><i>handout</i>.</p> <ol style="list-style-type: none"> 5. Siswa memperhatikan <i>signal words</i> yang digunakan dalam teks tersebut. 6. Siswa mencari kata-kata sulit di dalam teks tersebut. <p>4. Associating</p> <ol style="list-style-type: none"> 1. Siswa secara berkelompok. melengkapi <i>missing words</i> teks naratif pada Task 6. 2. Pada Task 7, siswa menuliskan kata-kata sulit yang mereka temukan didalam teks Task 6. 3. Siswa secara berkelompok menyusun kata-kata acak menjadi kalimat yang benar pada Task 8. 4. Siswa secara berkelompok menyusun kalimat-kalimat acak menjadi sebuah paragraf yang runtut pada Task 9. 5. Siswa secara berkelompok membenarkan kata kerja yang diberi tanda kurung didalam teks naratif pada Task 10. 6. Pada Task 11, siswa menuliskan kata-kata sulit yang mereka temukan didalam teks Task 10. <p>5. Communicating</p> <p>Siswa menyampaikan hasil diskusi mereka secara lisan.</p> <p>6. Creating</p> <ol style="list-style-type: none"> 1. Siswa bersama kelompoknya menulis draft awal text naratif. 2. Siswa menukarkan hasil draft awal kelompok mereka ke kelompok lainnya dan memberikan feedback. 3. Siswa mengembalikan draft awal kelompok lain. 4. Siswa secara berkelompok merevisi hasil koreksi draft awal tulisan mereka. 5. Siswa bersama kelompoknya menyelesaikan final draft.

Kegiatan	Deskripsi Kegiatan
	6. Siswa mengumpulkan hasil tulisan kelompok dan menukarkannya kepada kelompok lainnya. 7. Siswa memberikan feedback kepada tulisan kelompok lainnya. 8. Guru memberikan feedback.
Penutup	1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari. 2. Guru mengumpulkan hasil kerja sebagai bahan porto folio. 3. Guru menutup pembelajaran dengan salam.

H. Media dan Sumber Belajar

1. Papan tulis dan spidol
2. Asep Gunawan, dkk. 2013. *When English rings the Bell*. Jakarta: kemendikbud
3. Beberapa teks diadaptasi dari internet.

I. PENILAIAN

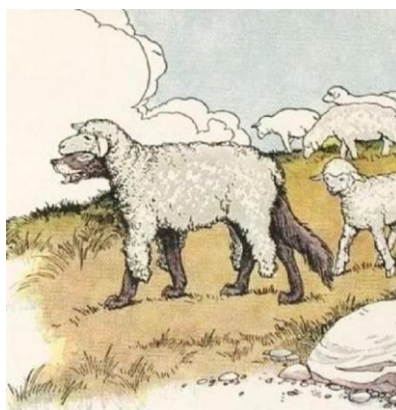
- tes tertulis

Rubrik penilaian *writing* siswa

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	smooth flow with strong sequence	flow and sequence evident	lack of sequence	
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$$\text{Nilai} = \frac{\text{nilai yang diperoleh}}{\text{nilai maksimal}} \times 100$$

**Task 1. Read the following text.****A Wolf in a Sheep Clothing**

There was a big wolf. He was waiting for a chance to steal a sheep, but the shepherd and his dog continuously chased him away. After a week, the wolf began to get very hungry, and thought, “ I must find a way to get close to the sheep.” It was by luck that he found a sheep’s skin. He carefully pulled the skin over his body so that none of his grey fur showed under the white sheep skin. Then he could walk in easily and now he was in the middle of the herd.

The big wolf knew that the most delicious sheep were the lambs, or the young sheep. He then imitated the voice of a mother sheep. He could easily cheat a lamb who thought that he was its mother. And, the lamb followed him to the woods. There, he eventually ate the innocent lamb. For many days, he could eat as many lambs as his stomach could take. The big wolf got bigger and bigger everyday. Now he looked like the biggest sheep on earth.

One day, the shepherd was planning to hold a party. He would invite many relatives and friends. So, he decided to slaughter the biggest sheep from the herd. The shepherd approached the biggest sheep very slowly and carefully. Guess who it was? The wolf, of course, which was fully covered by the white sheep skin! But, the wolf was so fat that he could not run and flight for his safety. Very easily the shepherd slaughtered him, chopped him, and then cooked him for the big party.



Task 2. Questions.

1. What is the story about?
2. What was the wolf searching for?
3. What did the wolf ask the goat to do?
4. Finally, did the wolf get the goat?

Task 3. List things that you want to know further based on the text in Task 1.

Task 4. Propose the temporary answers of the things that you want to know further.

Task 5. List the difficult words in the text and find the meaning of them.

Task 6. Complete these missing words with the correct answer.

A Bear and a Rabbit



Once upon a time there (1)_____ as neighbors, a bear and a rabbit. Unlike the bear, the rabbit was a good hunter. Therefore, the bear always asked the rabbit to (2)_____ for him. The rabbit could not (3)_____ the bear's demand because he is afraid of the bear.

Every week, the rabbit (4)_____ to the woods to shoot buffaloes. He (5)_____ and (6)_____ so many buffaloes. However, the bear (7)_____ very gluttonous. He did not (8)_____ the rabbit to get any meats. Poor rabbit would have to go home hungry all the time.

The bear was the father of five children. The mother bear always (9)_____ her youngest boy an extra large piece of meat. But the baby bear never (10)_____ the extra meat. Secretly, he would take the meat outside and (11)_____ to play ball with it. Then, the baby bear would kick down the meat towards the rabbit's house. When he got close to the door, he would give the meat such a great kick that it would fly into the rabbit's house. In this way, poor rabbit would (12)_____ his meal unknown to the papa bear.

Source: <http://englishstory12.blogspot.com/2012/02/bear-and-rabbit.html>

shot	was	get	ate	went	pretend	
lived	gave	killed	hunt	allow	speak	refuse

Task 7. List the difficult words in the text and find the meaning of them.

Task 8. Rearrange the jumbled words into good sentences.

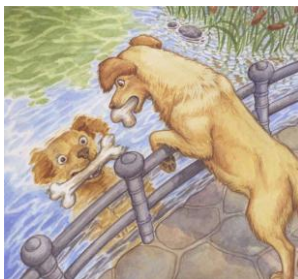
1. Were-upon- in-a-two-walking-time -the-once-forest- friends.
2. Saw- they-a-bear- large-them-approaching.
3. Told- what-them- the-had- rabbit-happened.
4. Bird-to- was-sing-it- began- not-a-good- but song-the.
5. Cut-forest-woods-the- some-a boat-began- from-to-make-he-and.

Task 9. Rearrange the jumbled sentences into a good paragraph.

1. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.
2. One day a rabbit was boasting about how fast he could run.
3. He never quit no matter how hot or tired he got.
4. He was hot and tired and decided to stop and take a short nap.
5. The rabbit thought this was a good joke and accepted the challenge.
6. All this time the turtle kept walking step by step by step.
7. Much to the rabbit's surprise, the turtle challenged him to a race.
8. He went at full-speed to the finish line but found the turtle there waiting for him.
9. The rabbit got to the halfway point and could not see the turtle anywhere.
10. However, the rabbit slept longer than he had thought and woke up.

Task 10. Change the words in the brackets with the correct form.

A Greedy Dog



One day, there was a greedy dog. He (steal) a large piece of tender meat from a butcher's shop. He (grasp) the meat tightly between his teeth and (run) home with it.

On the way home, he (come) to a small bridge over a stream. As he (is) crossing the bridge, he (look) down and (see) his own reflection in the water below; he (think) it was another dog that he saw.

In this other dog's mouth he saw another large piece of meat. "If I can get the meat from that other dog, I will have two pieces instead of one," thought the greedy dog.

So, he bent down to get the meat and, as he (open) his jaws, the meat (fall) out and was quickly lost in the water. So, in the end, the dog had nothing. He had been punished by his greed.

Source: <http://englishstory12.blogspot.com/2012/02/greedy-dog.html>

Task 11. List the difficult words in the text and find the meaning of them.

Task 12. In groups, make a short fable in at least 3 paragraphs using your own topic.

Appendix 4

Students' Scores

Students' Scores

No.	Nama	Pre-test	Cycle 1	Cycle 2
1	Student 1	58.33	70.83	79.17
2	Student 2	33.33	54.17	62.50
3	Student 3	50.00	62.50	79.17
4	Student 4	62.50	70.83	87.50
5	Student 5	75.00	83.33	83.33
6	Student 6	33.33	58.33	66.67
7	Student 7	45.83	62.50	79.17
8	Student 8	33.33	45.83	54.17
9	Student 9	33.33	45.83	54.17
10	Student 10	54.17	70.83	75.00
11	Student 11	41.67	58.33	75.00
12	Student 12	54.17	62.50	66.67
13	Student 13	62.50	70.83	79.17
14	Student 14	54.17	62.50	75.00
15	Student 15	45.83	58.33	70.83
16	Student 16	54.17	66.67	70.83
17	Student 17	58.33	70.83	83.33
18	Student 18	62.50	79.17	79.17
19	Student 19	37.50	50.00	70.83
20	Student 20	37.50	50.00	66.67
21	Student 21	37.50	54.17	66.67
22	Student 22	83.33	87.50	91.67
23	Student 23	54.17	62.50	75.00
24	Student 24	54.17	62.50	75.00
25	Student 25	54.17	58.33	66.67
26	Student 26	29.17	58.33	66.67
27	Student 27	50.00	62.50	70.83
28	Student 28	45.83	66.67	79.17
29	Student 29	37.50	54.17	70.83
30	Student 30	54.17	66.67	75.00
31	Student 31	58.33	75.00	75.00
32	Student 32	54.17	75.00	87.50
Mean		50.00	63.67	73.69

Appendix 5

T-test

T-Test

[DataSet1] G:\statistic\data nilai siswa.sav

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	50.0000	32	12.52263	2.21371
	Cycle1	63.6713	32	10.10889	1.78702
Pair 2	Cycle1	63.6713	32	10.10889	1.78702
	Cycle2	73.6987	32	8.62596	1.52487

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Cycle1	32	.898	.000
Pair 2	Cycle1 & Cycle2	32	.847	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Cycle1	-13.67125	5.62434	.99425	-15.69904	-11.64346	-13.750	31	.000
Pair 2	Cycle1 - Cycle2	-10.02750	5.38155	.95133	-11.96776	-8.08724	-10.540	31	.000

Appendix 6

Field Notes

FIELD NOTES

No : FN. 01
 Hari, Tanggal : Senin, 16 Februari 2015
 Jam : 07.40 WIB
 Tempat : Ruang Kepala Sekolah
 Kegiatan : Meminta Izin Penelitian
 Responden : P : Peneliti
 S : Siswa
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1	P datang ke sekolah pada pukul 07.30 WIB. P kemudian bertemu dengan guru di depan pintu masuk sekolah, kemudian P dipersilahkan untuk masuk ke dalam sekolah.
2.	P Kemudian bertanya kepada guru apakah bisa menemui KS. Namun KS sedang pergi keluar dikarenakan ada urusan sehingga P dipersilahkan untuk menunggu terlebih dahulu.
3.	Setelah KS datang, P langsung bersalaman dengan KS. P sebelumnya melaksanakan kegiatan PPL di sekolah tersebut sehingga KS langsung mengenali P dan menyambut baik kedatangan P. KS mempersilahkan P masuk ke ruang tamu KS.
4.	P mengutarakan maksud kedatangannya ke SMPN 6 Magelang dan meminta izin untuk melaksanakan penelitian di sekolah tersebut.
5.	KS langsung mengizinkan P untuk melaksanakan penelitian di sekolah tersebut. KS juga memberikan arahan tentang tata cara perizinan dan surat yang harus dilengkapi.
6.	KS kemudian menjelaskan siapa saja guru yang mengampu pelajaran Bahasa Inggris. Karena P melaksanakan penelitian di kelas VIII jadi KS meminta P untuk selanjutnya menemui ibu Ita selaku guru bahasa Inggris di kelas VIII.
7.	P kemudian meminta izin KS untuk menemui ibu Ita selaku Guru Bahasa Inggris kelas VIII.
8.	KS kemudian meminta P untuk menemui Ibu Ita di ruang guru.
9.	P kemudian meminta undur diri kepada KS.

No : FN. 02
 Hari, Tanggal : Senin, 16 Febuari 2015
 Jam : 09.05 WIB
 Tempat : Ruang Guru
 Kegiatan : Meminta Izin Penelitian
 Responden : P : Peneliti
 S : Siswa
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	P menuju ruang guru untuk menemui GBI. Namun GBI sedang mengajar. P menunggu hingga jam istirahat.
2.	Ketika jam istirahat P kemudian kembali ke ruang guru.
3.	P bersalaman dengan GBI. GBI sudah mengenali P sewaktu PPL. GBI menyambut P dengan baik. Kemudian GBI mempersilahkan P untuk duduk.
3.	P mengutarakan maksud kedatangannya untuk melakukan penelitian di kelas VIII sekolah tersebut.
4.	GBI bersedia membantu P dalam melaksanakan penelitiannya.
5.	GBI bertanya kepada P mengenai penelitian apa yang akan dilaksanakan di SMPN 6 Magelang.
6.	P kemudian menjelaskan kepada GBI bahwa P akan melaksanakan penelitian <i>action research</i> tentang peningkatan kemampuan menulis siswa pada teks <i>recount</i> menggunakan teknik <i>collaborative writing</i> .
7.	GBI menjelaskan bahwa minggu depan GBI akan mengajarkan materi <i>recount text</i> kepada siswa. GBI berencana untuk memasukkan materi <i>recount text</i> pada ujian mid semester. GBI menyarankan kepada P untuk mengambil materi <i>narrative text</i> saja. P kemudian setuju.
8.	P kemudian menanyakan kepada GBI mengenai kelas yang diperbolehkan untuk dilakukannya penelitian.
9.	GBI memilih kelas VIII E untuk dilakukannya penelitian. P setuju.
10.	P meminta jadwal mengajar GBI dan sekaligus meminta izin untuk

	melakukan observasi kelas.
11.	GBI kemudian memberitahu bahwa jadwal mengajar kelas VIII E yaitu pada hari Rabu jam ke-3 dan 4, dan hari Kamis jam ke-6 dan 7. GBI juga meminta P untuk mengecek jadwal di ruang guru.
12.	GBI memberikan P izin untuk melakukan observasi kelas setelah P mendapat izin dari KS dengan menyerahkan persyaratan penelitian.
13.	P menerima saran GBI dan P kemudian mengecek jadwal mengajar GBI di kelas VIII E.
14.	P mengucapkan terima kasih kepada GBI. Kemudian P pamit pulang kepada GBI.

No : FN. 03
 Hari, Tanggal : Sabtu, 21 Februari 2015
 Jam : 07.15 WIB
 Tempat : Ruang Tamu Kepala Sekolah
 Kegiatan : Menyerahkan Surat Permohonan Izin Penelitian
 Responden : P : Peneliti
 S : Siswa
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	Pukul 07.30 P sudah tiba di sekolah. P kemudian langsung menuju ruang KS.
2.	KS menyambut baik P dan mempersilahkan P untuk duduk.
3.	P menyerahkan surat permohonan izin penelitian yang diminta KS.
4.	KS membaca surat tersebut. Kemudian KS meminta P untuk ke ruang TU memberikan surat izin penelitian tersebut kepada staff TU.
5.	P masuk ke ruang TU dan mengutarakan maksud kedatangannya kepada salah satu karyawan TU. P kemudian diminta mengisi buku tamu. Dan kemudian P menyerahkan surat izin penelitian ke karyawan TU tersebut. Kemudian P menunggu untuk dibuatkan surat tugas untuk guru kolaborator.
6.	P kemudian menemui GBI untuk mendiskusikan jadwal penelitian.

No : FN. 04
 Hari, Tanggal : Sabtu, 21 Febuari 2015
 Jam : 08.15 WIB
 Tempat : Ruang Tamu Kepala Sekolah
 Kegiatan : Mendiskusikan Jadwal Penelitian
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

1.	Pukul 08.15 WIB P menuju ruang guru untuk bertemu dengan GBI.
2.	GBI menyambut baik kedatangan P dan mempersilahkan P untuk duduk.
3.	P menjelaskan maksud kedatangannya kepada GBI yaitu terkait dengan penelitian yang akan P adakan di SMPN 6 Magelang. GBI dan P kemudian mendiskusikan penelitian yang akan P laksanakan.
3.	GBI bertanya teks apa yang akan diajarkan oleh P selama penelitian. P menjawab <i>Recount Text</i> . Namun, GBI menjelaskan bahwa <i>Recount Text</i> merupakan salah satu materi yang akan diajarkan dalam minggu ini. Sehingga, GBI menyarankan kepada P untuk menggunakan teks <i>Narrative Text</i> . P menyetujuinya.
5.	GBI meminta P untuk melakukan penelitian seminggu setelah UTS dilaksanakan. UTS dilaksanakan pada tanggal 9 Maret 2015.
6.	GBI kemudian merekomendasikan kelas E sebagai kelas yang akan digunakan untuk penelitian. P setuju karena P sebelumnya pernah mengajar kelas tersebut sewaktu PPL sehingga juga memudahkan P karena P telah mengetahui karakteristik siswa-siswi VIII E.
7.	P kemudian bertanya apakah P bisa melakukan wawancara dengan GBI dan beberapa siswa kelas VIII E minggu depan. GBI mengatakan bahwa P bisa melakukan wawancara sekaligus observasi kelas pada hari Kamis, 26 Februari 2015. GBI juga menentukan jadwal untuk pre-test.
8.	P undur diri dan bersalaman kepada GBI.

No : FN. 05
 Hari, Tanggal : Kamis, 26 Februari 2015
 Jam : 09.00 WIB
 Tempat : Ruang Guru

Kegiatan : Wawancara dengan Guru Bahasa Inggris

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

1.	P datang ke sekolah pada pukul 07.30 WIB. P kemudian menuju ruang guru untuk bertemu dengan GBI. Namun, GBI tidak berada di ruang guru dikarenakan GBI sedang melatih siswa yang akan mengikuti lomba <i>story telling</i> . P kemudian menunggu di kursi tunggu sekolah.
2.	Setelah GBI selesai melatih siswa tersebut, P kemudian menuju ruang guru.
3.	GBI menyambut baik P dan mempersilahkan P untuk duduk.
4.	P meminta waktu GBI untuk bersedia diwawancara. GBI menyetujuinya.
5.	P bertanya kepada GBI seputar pembelajaran bahasa Inggris.
6.	GBI menjelaskan bahwa saat itu sekolah tersebut sudah menerapkan kurikulum 2013. Sehingga GBI mengajar dengan mengikuti tahapan sesuai ketentuan kurikulum 2013.
7.	P bertanya kepada GBI seputar aktifitas yang dilakukan siswa ketika pelajaran bahasa Inggris berlangsung.
8.	GBI menjawab semua pertanyaan yang diajukan P.
9.	P bertanya tentang kesulitan yang dihadapi siswa dalam belajar bahasa Inggris terutama dalam menulis.
10.	GBI menjelaskan kesulitan yang dihadapi siswa-siswinya dalam belajar bahasa Inggris terutama dalam keterampilan menulis.
11.	GBI juga bertanya kepada P mengenai teknik yang akan digunakan.
12.	P menjelaskan dengan lebih rinci mengenai teknik yang akan digunakan serta rincian aktifitasnya.

No : FN. 06

Hari, tanggal : Kamis, 26 Februari 2015

Pukul : 09.00-09.25 WIB

Tempat : SMP Negeri 6 Magelang

Kegiatan : Wawancara Siswa

Responden : P : Peneliti
 S : Siswa
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	Pada jam istirahat, P masuk ke kelas VIII E. P bermaksud mewancarai beberapa S.
2.	P kemudian mewawancarai S secara bergantian. Dalam wawancara P dibantu oleh K dalam hal dokumentasi dan perekaman. K merekam dan memfoto selama proses wawancara. S terlihat sungkan dalam menjawab beberapa pertanyaan. P menjelaskan bahwa wawancara untuk keperluan penelitian tidak mempengaruhi nilai S, dan S menjadi lebih terbuka dalam menjawab pertanyaan. P mewancarai 5 siswa. Dari kelima S tersebut P mengetahui bahwa kesulitan dalam writing yang dihadapi S kurang lebih sama antara satu dengan yang lainnya. S mengatakan bahwa mereka kesulitan untuk mengembangkan ide, bingung ketika hendak menulis, kosa kata yang masih rendah serta grammar.
4.	P kemudian mengucapkan terima kasih kepada S dan undur diri.

No : FN. 07
 Hari, Tanggal : Kamis, 5 Maret 2015
 Jam : 11.40-12.20 WIB
 Tempat : Kelas VIII E
 Kegiatan : Melaksanakan Observasi Kelas
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

1.	Pada pukul 11.00 P dan GBI menuju kelas VIII E.
2.	GBI mengucapkan salam kemudian memberitahukan kepada siswa-siswi VIII E bahwa P akan mengadakan penelitian di SMPN 6 Magelang khususnya di kelas VIII E. Sebelumnya siswa-siswi sudah mengenal P sewaktu PPL.
3.	GBI mempersilahkan P duduk di kursi kosong dibagian paling belakang. Sebelumnya GBI sudah menjelaskan pada P kalau hari tersebut merupakan hari kedua untuk materi <i>Recount text</i> dan ditujukan untuk aktifitas menulis.
4.	GBI memulai pelajaran.

5.	Ketika GBI akan memulai pelajaran beberapa siswa terlihat belum siap. Ada yang baru mengambil buku dari tasnya, ada yang masih sibuk berbicara dengan teman sebangkunya.
6.	GBI lalu membuka pelajaran dengan membuat satu kalimat menanyakan siapa yang absen pada hari tersebut. Semua siswa menyebutkan Gaizka. Kemudian GBI menanyakan apakah kemarin Gaizka juga absen. Kemudian siswa tidak menjawab. Kemudian GBI bertanya kepada salah satu siswa apakah Gaizka absen kemarin? Siswa tersebut menjawab tidak namun ia menggunakan kalimat <i>past tense</i> . Kemudian GBI mengatakan bahwa Gaizka hadir kemarin menggunakan <i>past tense</i> dan Gaizka tidak hadir hari ini menggunakan <i>present tense</i> . GBI bertanya apakah terdapat perbedaan diantara dua kalimat tersebut. Kemudian salah satu siswa menjawab pertanyaan GBI dengan benar. Lalu GBI meminta salah satu siswa untuk mengulangi jawaban yang diberikan siswa sebelumnya.
7.	Kemudian GBI bertanya mengenai <i>past tense</i> yang digunakan pada kalimat sebelumnya. GBI bertanya apakah kalimat <i>past tense</i> digunakan untuk <i>descriptive</i> atau <i>recount text</i> . Siswa tampak bingung. Siswa tidak menjawab. Kemudian salah satu siswa menjawab <i>recount</i> .
8.	Ketika GBI bertanya mengenai apakah kalimat tadi merupakan nominal atau verbal, siswa tidak menjawab. Kemudian GBI juga melanjutkan pertanyaan mengenai kegiatan yang dilakukan siswa yang telah lampau.
9.	Setelah bertanya mengenai <i>past tense</i> I GBI meminta siswa untuk mengecek pr yang diberikan sebelumnya.
10.	GBI meminta salah satu siswa untuk maju kedepan kelas. GBI kemudian meminta satu siswa lainnya untuk memberikan satu kata dalam bahasa Indonesia yakni kata kerja, yang diambil dari buku halaman 167 dan 171. Kemudian siswa yang berdiri tersebut harus menyebutkan bentuk kedua dan ketiga dari kata tersebut. Namun siswa yang duduk tadi terlihat bingung dan hanya diam karena tidak mengerti instruksi. Kemudian GBI mengganti dengan siswa lainnya.
11.	Kemudian siswa tersebut menyebutkan salah satu kata kerja dan siswa yang berdiri di depan kelas menyebutkan bentuk V2 dan V3 dari kata tersebut, namun dengan <i>pronunciation</i> yang masih salah. GBI meminta siswa-siswa lainnya untuk membantu membetulkannya. GBI juga

	memberikan koreksinya. Namun beberapa siswa sibuk membolak balik buku mencari kata-kata dan sibuk menghafal kata-kata sehingga kurang memperhatikan GBI.
12.	Kemudian GBI membaca kata-kata didalam buku dan meminta siswa untuk mengulangi setelah GBI selesai menyebutkannya.
13.	GBI lalu menanyakan arti dari kata-kata tersebut namun yang menjawab hanya sedikit. Hal ini menandakan bahwa beberapa siswa tidak menyelesaikan prnya di rumah. Sehingga, ketika mereka ditanya mereka tidak bisa menjawab.
14.	Lalu GBI meminta siswa-siswa untuk bergabung dengan kelompok mereka untuk mengerjakan soal-soal. Suasana kelas sangat ramai. Siswa mulai mencari-cari teman kelompoknya. Beberapa siswa kemudian izin keluar untuk meminjam kamus di perpustakaan karena kebanyakan dari mereka tidak membawa kamus bahasa Inggris.
15.	Ketika mengerjakan soal beberapa siswa terlihat bermain-main dan asyik mengobrol. Kemudian GBI berkeliling dan menegur siswa serta menanyakan apakah mereka sudah selesai mengerjakan. Siswa-siswa tersebut menjawab belum. Beberapa siswa juga sibuk membicarakan tugas mata pelajaran lain yang belum ia selesaikan.
16.	Setelah semua kelompok menyelesaikan tugasnya, GBI mengajak siswa untuk mendiskusikan jawaban dari pertanyaan-pertanyaan tersebut. GBI meminta salah satu orang dari beberapa grup untuk menjawab pertanyaan, contoh “no.1 is wrong and so on.” Beberapa siswa tidak memperhatikan temannya yang sedang menjawab. Suasana kelas terlihat tidak kondusif. Aktifitas menulis masih sangat kurang. Siswa tidak menghasilkan teks recount. Mereka lebih kepada menjawab soal yang ada dibuku.
17.	GBI kemudian meminta siswa untuk menulis refleksi seperti biasa dan menyelesaikan tugas yang belum selesai. GBI juga menjelaskan bahwa minggu depan akan diadakan ulangan mid semester. GBI menjelaskan materi apa saja yang akan keluar pada ulangan mid semester minggu depan.
18.	GBI bertanya kepada siswa apakah siswa memiliki pertanyaan terkait dengan <i>recount text</i> . Seluruh siswa menjawab tidak.

19.	GBI menutup kelas dengan mengucapkan salam.
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No : FN. 08
 Hari, Tanggal : Kamis, 1 April 2015
 Jam : 12.20- 13.00 WIB
 Tempat : Kelas VIII E
 Kegiatan : Melaksanakan Pre-Test
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

1.	P tiba di sekolah pada pukul 07.30. P sebelumnya sudah membuat jadwal pertemuan dengan GBI.
2.	P menemui GBI di ruang guru.
3.	P mengkonfirmasi lagi maksud kedatangannya hari itu untuk membahas materi yang akan disampaikan pada cycle 1 serta melaksanakan pre-test.
4.	Kemudian, GBI meminta P untuk masuk ke kelas pada jam ke-7 yaitu pada pukul . sambil menunggu GBI meminta P mempersiapkan segala yang diperlukan dalam pelaksanaan Pre-Test.
5.	P menunggu diperpustakaan sambil menyiapkan keperluan untuk pre-test.
6.	Pada pukul 11.40 WIB, P menuju kelas VIII E.
7.	GBI kemudian memberitahukan kepada siswa-siswa bahwa hari itu P akan mengadakan pre-test.
8.	GBI memepersilahkan P untuk mengadakan pre-test.
9.	P membuka dengan salam dan kemudian menjelaskan jika hari itu P akan mengadakan pre-test.
10.	P menjelaskan secara teknis pelaksanaan pre-test tersebut kepada siswa. Semua siswa harus mengerjakan secara individu sesuai kemampuan mereka.
11.	P membagikan lembar kerja kepada siswa.
12.	Setelah semua siswa mendapatkan lembar kerja P membacakan instruksi soal, kemudian menanyakan kepada siswa apakah ada yang

	tidak dimengerti dengan instruksi yang diberikan tersebut.
13.	P memberikan waktu 30 menit kepada siswa untuk mengerjakan. Banyak siswa mengeluh karena mereka tidak tahu akan menulis apa
14.	Ketika waktu telah habis P meminta semua siswa mengumpulkan hasil kerja mereka. Namun kebanyakan siswa tidak mau mengumpulkan. Akhirnya P mengambil kertas lembar kerja siswa.
15.	Kemudian setelah semua lembar kerja siswa dikumpul P mengucapkan terima kasih atas partisipasi siswa dalam mengerjakan tes tersebut.
16.	P menutup pelajaran dengan mengucapkan salam.
17.	P dan GBI keluar dari kelas VIII E.

No : FN. 09

Hari, Tanggal : Selasa, 14 April 2015

Jam : 09.00 WIB

Tempat : Kelas VIII E

Kegiatan : Mendiskusikan Cycle 1 dengan Guru Bahasa Inggris

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

1.	Pada pukul 07.30 P tiba di sekolah.
2.	P menemui GBI di ruang guru.
3.	P menyerahkan RPP Cycle 1 kepada GBI.
4.	GBI membaca dengan seksama RPP yang diberikan P.
5.	Kemudian GBI menanyakan langkah-langkah yang terdapat dalam kegiatan inti dengan menggunakan teknik <i>collaborative writing</i> .
6.	GBI memberitahukan kepada P untuk melaksanakan pertemuan pertama pada 16 April 2015. P sepakat.
7.	GBI dan P selesai mendiskusikan mengenai persiapan pertemuan untuk Cycle 1.
8.	P pamit pulang.

No : FN. 10
 Hari, Tanggal : Kamis, 16 April 2015
 Jam : 11.00-12.20
 Tempat : Kelas VIII E
 Kegiatan : Pelaksanaan Cycle 1 (Pertemuan ke-1)
 Responden : P : Peneliti
 K : Kolaborator
 GBI : Guru Bahasa Inggris

1.	Pada pukul 07.30 P dan K tiba di sekolah. P dan K mengisi buku tamu di kantor satpam dan menjelaskan bahwa mulai hari itu P akan mengadakan penelitian di sekolah tersebut.
2.	P kemudian menuju ruang guru untuk menemui GBI, namun GBI sedang mengajar di kelas.
3.	P menuju perpustakaan untuk mempersiapkan yang dibutuhkan untuk pertemuan pertama.
4.	Pada pukul 08.10 P menunggu di depan ruang guru.
5.	Pada pukul 08.20 saat pergantian jam GBI menuju ruang guru dan bertemu P di depan ruang guru. GBI meminta P untuk masuk ke kelas VIII E. Sementara GBI memberitahukan bahwa GBI akan menyusul.
6.	P menuju kelas VIII E. K duduk dikursi di bagian belakang yang telah disediakan.
7.	P membuka dengan salam. Beberapa siswa bertanya apakah GBI tidak mengajar. P menjelaskan bahwa selama 2 minggu lebih siswa-siswa VIII E akan diajar oleh P. Siswa tampak girang mendengar hal tersebut. Tidak lama berselang waktu GBI datang dan langsung duduk di kursi bagian belakang yang telah disediakan.
8.	Dalam mengawali pelajaran <i>Narrative Text</i> khususnya <i>Fable</i> P bertanya apakah siswa sudah mendengar cerita seperti Kancil Mencuri Timun, Buaya dan Monyet atau cerita tentang Timun Emas, dan bahkan cerita dari luar negeri seperti Cinderella. Semua siswa menjawab sudah dengan penuh antusias.
9.	P kemudian bertanya apakah mereka menyukai cerita-cerita tersebut.

	Hamper semua siswa menjawab bahwa mereka menyukainya.
10.	P kemudian menanyakan mengapa siswa menyukai cerita-cerita tersebut menggunakan bahasa Inggris. Siswa Nampak diam. Beberapa siswa menjawab namun dengan suara yang kecil. P kemudian bertanya ke salah satu siswa, siswa tersebut menjawab dalam bahasa Indonesia, kemudian P meminta siswa tersebut menggunakan bahasa Inggris yang kemudian dibantu oleh P.
11.	<p>P kemudian menanyakan kepada siswa untuk menceritakan salah satu cerita yang sudah mereka baca secara singkat. Semua siswa diam. P lalu meminta salah satu siswa untuk menceritakan salah satu cerita. Siswa tersebut menceritakan secara singkat menggunakan bahasa Inggris yang terbata-bata. "there are monkey and crocodile they plant banana. Monkey is rakus and it want eat all bananas."</p> <p>Kemudian P menanyakan apakah cerita tersebut terjadi diwaktu lampau atau disaat sekarang? Siswa menjawab dimasa lampau. Kemudian P bertanya jika cerita tersebut dimasa lampau maka tense apa yang digunakan apakah <i>present tense</i> atau <i>past tense</i>. Siswa diam, namun beberapa siswa menjawab <i>past tense</i>.</p>
12.	P kemudian memberikan handout kepada siswa. Terdapat cerita binatang didalamnya berjudul "The Wolf and the Goat". Kemudian P menjelaskan bahwa hari itu P akan mengajarkan tentang <i>Narrative Text</i> khususnya <i>Fable</i> . Siswa kemudian membaca teks model dan mengamati teks model. Siswa juga mengidentifikasi hal-hal yang ingin Siswa ketahui terkait dengan teks model. S diberi waktu 10 menit. S mulai membaca dengan santai. Selama S membaca dan mengamati teks model. P berkeliling ke tiap kelompok untuk memonitor dan memberikan bantuan kepada Siswa jika S memiliki pertanyaan maupun kesulitan lainnya.
13.	Kemudian P menanyakan hasil pengamatan siswa. P menanyakan pertanyaan-pertanyaan terkait dengan model teks. Kemudian P meminta beberapa S untuk menyampaikan pertanyaan terkait apa saja yang ingin diketahui. Banyak dari mereka ingin tahu lebih lanjut tentang fungsi sosial, <i>generic structure and language feature</i> dari text naratif. Namun, terdapat pula S yang ingin mengetahui mengapa tokoh hewan di dalam cerita bisa berbicara seperti manusia. Kemudian P meminta S untuk membuat jawaban sementara dari pertanyaan yang telah S buat berdasarkan hal-hal yang ingin S ketahui. Setelah

	<p>membuat jawaban sementara, P kemudian meminta S untuk menyampaikan jawabannya. Kebanyakan S enggan untuk menyampaikan hasil diskusi kelompoknya. Lalu P mengatakan bahwa S akan mendapatkan reward berupa stiker bintang jika aktif dalam kelas. P juga menjelaskan bahwa S tidak akan dihukum atau dimarahi jika menjawab salah selama proses pembelajaran nantinya. P menjelaskan bahwa belajar adalah proses sehingga tidak perlu merasa malu atau takut. Baru setelah itu S aktif dalam kelas menyampaikan pendapat mereka. P dan S juga membahas jawaban-jawaban dari soal-soal terkait dengan tes model. P lalu menjelaskan tentang <i>social purpose</i>, <i>generic structure</i> teks naratif (fabel) dan <i>language feature</i> yang digunakan dalam teks naratif. S memperhatikan dan mencatat penjelasan P di buku catatan.</p>
14.	<p>Kemudian Siswa kembali memperhatikan model teks yang telah diberikan. Siswa dipandu oleh P dalam memahami struktur teks naratif berbentuk fable pendek dan sederhana. Siswa juga dipandu oleh P dalam memperhatikan kata kerja dan signal words yang digunakan dalam model teks. P kemudian menjelaskan tentang past tense yang digunakan di dalam narrative text. P juga menjelaskan tentang <i>regular</i> dan <i>irregular verb</i>. Kemudian P bertanya apakah mereka sudah paham. S mengatakan bahwa sejauh itu mereka belum menemukan kesulitan.</p>
17.	<p>Lalu siswa dibagi dalam beberapa kelompok dimana didalam satu kelompok terdapat 4 anak. Siswa kembali membaca sebuah teks naratif berbentuk fable. Ini bertujuan untuk memberikan input agar siswa makin mengenal teks naratif khususnya fable. Siswa diminta menjawab pertanyaan dari Task 4 lalu melanjutkannya dengan tentang mengidentifikasi struktur teks naratif berbentuk fable pendek dan sederhana secara berkelompok. Kemudian siswa mengerjakan Task 6 yaitu melengkapi kata-kata pada kolom verb1 dan verb2 serta menulis artinya. Beberapa kelompok terkendala karena mereka tidak membawa kamus. P memastikan bahwa setidaknya ada satu kamus di dalam satu kelompok. P memonitor siswa.</p> <p>Kemudian P bersama S mendiskusikan Task yang telah dikerjakan oleh S. pada task 4 dan 5 siswa tidak menemukan kesulitan begitu juga pada Task 6. Namun ketika membahas Task 7, P menemukan bahwa masih banyak kelompok yang belum bisa menyusun kalimat. Banyak S yang masih meletakkan kata sifat dibelakang kata benda seperti pada soal no. 4 pada Task 7, "Once upon a time, there lived crocodile a</p>

	<p>greedy in the river.”</p> <p>Namun karena terkendala waktu, siswa tidak bisa menyelesaikan semua Task di sekolah. Kemudian P meminta siswa untuk melanjutkan di rumah. P juga meminta siswa bersama kelompoknya untuk memikirkan cerita yang akan mereka tulis pada pertemuan selanjutnya serta membuat draft awal cerita yang akan ditulis secara berkelompok.</p>
18.	<p>P kemudian mengingatkan S untuk selalu membawa kamus, dan banyak berlatih. P memberitahu S untuk belajar teks naratif di rumah. P kemudian menutup kelas dengan salam.</p>

No : FN. 11
 Hari, Tanggal : Rabu, 22 April 2015
 Jam : 07.30 WIB
 Tempat : Kelas VIII E
 Kegiatan : Persiapan Mengajar untuk Cycle 1 (Pertemuan Ke-2)
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

1.	P tiba di sekolah pada pukul 07.30.
2.	P menuju ruang guru untuk menemui GBI. Namun GBI sedang tidak berada diruangan tersebut.
3.	Sambil menunggu jam mengajar P mempersiapkan materi yang akan digunakan.
4.	Ketika GBI datang, P langsung menemui GBI.
5.	GBI menanyakan kesiapan P dalam mengajar.
6.	P kemudian menunggu di perpustakaan hingga jam mengajar tiba.

No : FN. 12
 Hari, Tanggal : Rabu, 22 April 2015
 Jam : 08.20-10.05 WIB
 Tempat : Kelas VIII E
 Kegiatan : Mengajar untuk Cycle 1 (Pertemuan Ke-2)
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

1.	Pada pukul 08.20 P dan GBI menuju kelas VIII E.
2.	P memberi salam kepada siswa.
3.	P bertanya kepada siswa mengenai materi yang telah dipelajari sebelumnya.
4.	Siswa secara serempak menjawab pertanyaan dari P mengenai <i>narrative text</i> . Kemudian P bersama dengan siswa mengulang kembali materi yang telah disampaikan pada pertemuan sebelumnya.
5.	P kemudian meminta siswa duduk bersama anggota kelompoknya. P lalu mengajak siswa untuk mendiskusikan Task 8 dan 9.

6.	P meminta volunteer untuk menyampaikan hasil diskusi mereka pada pertemuan selanjutnya. Pada pertemuan kedua, siswa tampak lebih antusias. Mereka dengan berani mengacungkan tangannya hendak menjadi volunteer untuk menyampaikan diskusi mereka. Kemudian P memberikan kesempatan kepada salah satu kelompok yang terlebih dahulu mengacungkan tangannya untuk menyampaikan hasil diskusi mereka. Pada Task 8, siswa tidak memiliki kendala yang besar dalam menyusun paragraph menjadi sebuah teks. Kemudian P juga bertanya generic struktur dari teks tersebut. Hampir seluruh siswa dapat menjawab dengan benar. Pada Task 9, S menuliskan kata-kata sulit yang belum mereka ketahui artinya. P kemudian bertanya apakah seluruh S membawa kamus. Ternyata masih ada yang belum membawa kamus dikarenakan lupa, dan terdapat pula S yang tidak memiliki kamus. P kemudian meminta S untuk meminjam kamus dari perpustakaan.
7.	P kemudian meminta S untuk menukarkan hasil draft tulisan mereka kepada kelompok lain. Namun, S meminta waktu 5 menit untuk mengecek kembali draft mereka. P kemudian memberikan waktu. P memonitor S.
8.	Setelah 5 menit berlalu, S menukarkan draft tulisan mereka dengan kelompok lainnya. Kelompok memberikan <i>feedback</i> pada draft tulisan kelompok lainnya. Kemudian P menjelaskan apa saja yang harus S lakukan. P memberikan waktu 5 menit. S Nampak membaca dengan seksama draft tulisan kelompok lainnya dan memulai untuk memberikan feedback. P berjalan untuk memonitor kegiatan S. S Nampak serius dalam memberikan <i>feedback</i> . Namun terlihat beberapa S yang terlihat tidak aktif di dalam kelompok, kemudian P menegaskan bahwa semua anggota kelompok harus berkontribusi dan aktif di dalam kelompoknya.
9.	Setelah itu, S menyelesaikan tulisan mereka. P memberikan waktu 40 menit. P memonitor S sambil menanyakan apakah mereka menemukan kesulitan. S tampak antusias menulis bersalam kelompoknya. Namun, terdapat beberapa siswa yang kurang aktif di dalam kelompok, lalu P kembali mengingatkan kontribusi mereka. P juga memberitahukan bahwa akan terdapat kelompok terbaik. P menemukan bahwa S bekerja sama untuk menulis cerita sebagus mungkin. P mencatat kegiatan S. S saling membantu didalam kelompoknya. Ada S yang bertugas menulis, ada yang mencari kata di dalam kamus, serta ada yang berdiskusi

	menentukan cerita tersebut. Ketika terdapat S yang salah menuliskan struktur kalimat, S lainnya mengoreksi. P selalu mengingatkan tentang past-tense yang digunakan dalam cerita tersebut.
10.	P menemukan bahwa diskusi dalam menulis cerita lebih hidup. S berusaha berpartisipasi aktif di dalam kelompoknya. Ide cerita mereka lebih berkembang.
11.	Setelah S menyelesaikan tulisan mereka, mereka kemudian menukarkan hasil kerja mereka. S kembali memberikan <i>feedback</i> . P mengamati kegiatan S. P juga membantu S dalam memberikan <i>feedback</i> . P menemukan bahwa masih banyak S yang lupa untuk merubah verb 1 ke dalam V2. Beberapa kalimat juga masih dalam susuna yang salah. S juga sering lupa menulis article “a, the, an etc”.
12.	P kemudian mengambil salah satu contoh hasil pekerjaan S. kemudian bersama-sama dengan S memberikan komentar pada pekerjaan tersebut. P juga melihat bahwa kesalahan-kesalahn S pada umumnya hamper sama. Kendala terbesar yaitu pada grammar.
13.	P meminta S untuk merevisi hasil tulisan mereka di rumah lalu mengumpulkannya.
14.	Sebelum pelajaran berakhir P bersama S menyimpulkan pembelajaran hari itu. P juga mengingatkan kembali mengenai Narrative Text seperti generic structure, language featuresnya, bahkan tense yang digunakan. P kemudian menutup kelas dengan salam.

No : FN. 13
 Hari, Tanggal : Kamis, 23 April 2015
 Jam : 11.00-11.40 WIB
 Tempat : Kelas VIII E
 Kegiatan : Post-test (Cycle 1)
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

1.	Pukul 08.00 P dan K sampai di sekolah. P dan K menemui GBI di ruang guru. GBI mengatakan untuk post-test nanti GBI tidak ikut masuk ke kelas. GBI akan masuk ke kelas pada jam pembelajaran kedua.
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2.	Pukul 11.00 P dan K masuk ke dalam kelas. S sudah terlihat siap di meja masing-masing. P membuka kelas dengan salam. P kemudian meminta S untuk memasukan buku catatan, modul dan kamus kedalam tas masing-masing. Setelah itu P dibantu oleh K membagikan lembar kerja siswa.
3.	Setelah semua S mendapatkan lembar kerja siswa, P memberikan instruksi kepada S. S harus menuliskan sedikitnya 3 paragraf teks naratif (fabel) menggunakan bahasa sendiri. P kemudian menanyakan apakah S sudah paham dengan instruksinya dan apakah mereka memiliki pertanyaan terkait tes yang akan dilakukan. S sudah paham dengan penjelasan P. Kemudian P memberikan waktu untuk mengerjakan tes selama kurang lebih 35 menit..
4.	Selama S menulis, P berkeliling kelas memastikan bahwa S bekerja sendiri, tidak bekerja sama dengan temannya dan tidak mencontek. Kebanyakan S menutupi tulisannya ketika P mendekat. P kemudian memperhatikan dari meja guru. Sementara K mengambil dokumentasi.
5.	Pukul 11.30 P mengingatkan bahwa S tinggal memiliki waktu 10 menit, banyak S yang belum menyelesaikan karangannya dan meminta waktu tambahan. Akhirnya P memberikan waktu tambahan 5 menit kepada S.
6.	Pukul 11.00 bel berbunyi. P meminta S yang telah selesai untuk mengumpulkan lembar kerjanya ke meja guru.

No : FN. 14
 Hari, tanggal : Kamis, 23 April 2015
 Pukul : 11.40 WIB
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Melaksanakan pertemuan 1 (Cycle 2)
 Responden : P : Peneliti
 K : Kolaborator
 S : Siswa

1.	Pukul 11.45 memulai pembelajaran. GBI masuk ke kelas dan duduk bersama K di barisan belakang. P kemudian memberikan handout kepada S. P kemudian menanyakan apakah S membawa kamus. Hanya terdapat sekitar 4 anak yang tidak membawa kamus. Namun mereka telah meminjam kamus terlebih dahulu sebelum pelajaran bahasa
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	Inggris dimulai.
2.	Sebelum memulai pelajaran, P kembali menanyakan kepada S hal-hal terkait dengan <i>Narrative Text</i> . Seluruh S dapat menjawab dengan antusias. SP kemudian meminta S untuk duduk bersama kelompoknya. Karena pada pertemuan sebelumnya P menemukan beberapa S yang kurang aktif di dalam kelompoknya dan mereka sibuk mengobrol akhirnya P memutuskan merombak kelompoknya.
3.	P memulai pembelajaran. P meminta S untuk memperhatikan Task 1. P menjelaskan intruksi kepada S. P kemudian meminta S untuk membaca teks model terlebih dahulu. Setelah selesai membaca, secara berkelompok S berdiskusi untuk mengidentifikasi hal-hal apa saja yang ingin mereka ketahui lebih lanjut terkait teks model serta mempersiapkan jawaban mereka.
4.	P berkeliling ke setiap kelompok, menanyakan hasil pengamatan S dan menanyakan hal-hal yang ingin diketahui S lebih lanjut. Kebanyakan S ingin tahu lebih lanjut terkait kosa kata di dalam teks tersebut.
5.	Setelah semua kelompok selesai, P bersama S membahas jawaban pertanyaan-pertanyaan secara lisan. P meminta S untuk mengangkat tangan bila ingin menyampaikan jawabannya. P menyiapkan stiker untuk S yang aktif. S terlihat antusias. Banyak S yang mengangkat tangan.
6.	Kemudian S mengerjakan Task 3, yaitu menulis kata-kata sulit serta mencari artinya. P berkeliling ke setiap kelompok untuk mengecek daftar kosa kata sulit yang telah dibuat oleh S. P mengecek apakah S telah mengartikan setiap kata-kata yang sulit dan apakah S sudah paham atau mengerti.
7.	P kemudian meminta S untuk membaca kembali cerita tersebut untuk menemukan informasi. P bertanya informasi apa saja yang S dapatkan. P bertanya tentang fungsi sosial dari teks naratif (fabel), <i>generic structure</i> dan <i>language feature</i> dari teks naratif. Salah satu kelompok mengangkat tangan untuk menyampaikan hasil diskusi mereka. P juga menunjuk ke beberapa kelompok untuk menyampaikan hasil dari informasi yang mereka kumpulkan. P juga bertanya apakah kelompok lain sependapat dengan apa yang disampaikan oleh temannya dan kelompok lain pun sependapat. P juga menanyakan nilai moral yang terdapat di dalam teks tersebut. Beberapa kelompok menyampaikan

	pendapat mereka mengenai pesan moral dalam teks tersebut.
8.	Sebelum kelas berakhir P meminta s untuk memahami <i>simple present tense</i> dan <i>direct and indirect speech</i> karena pada Cycle 1 P menemukan bahwa masih banyak S salah dalam hal grammar. Kemudian S harus mengerjakan tugas di aktifitas 5 dan 6 di rumah.
9.	Sebelum menutup pembelajaran, P bersama S menyimpulkan apa saja yang sudah mereka pelajari hari itu. Kemudian P menutup pembelajaran dengan salam.

No : FN. 15
 Hari, tanggal : Kamis, 23 April 2015
 Pukul : 12.30 WIB
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Diskusi Hasil Cycle 1
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator
 S : Siswa

1.	Pukul 07.30 P bersama K tiba di sekolah. P menemui GBI di ruang guru. GBI menyambut kedatangan P dengan baik. Kemudian P menyampaikan maksud kedatangannya kepada GBI. GBI dan P kemudian duduk di ruang tamu di ruang guru.
2.	P kemudian mendiskusikan hasil dari Cycle 1.
3.	GBI menanyakan kesulitan yang dihadapi P selama dalam Cycle 1. P menceritakan bahwa kendalanya adalah waktu. GBI juga mengatakan bahwa pelaksanaan Cycle 1 sudah baik sesuai rencana. GBI juga memberikan masukan berupa pengontrolan kelas. P menerima saran dari GBI.
4.	P mengatakan bahwa ia akan menyerahkan hasil dari post-test Cycle 1 setelah P selesai mengoreksinya. Kemudian GBI melihat secara sepintas saja hasil kerja S. GBI mengatakan bahwa beliau meminta seluruh hasil setelah Cycle 2 saja. P menyetujuinya.
5.	P mengucapkan terima kasih dan undur diri.

No : FN. 17
 Hari, tanggal : Rabu, 29 April 2015
 Pukul : 08.20-10.05
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Melaksanakan pertemuan 2 (Cycle 2)
 Waktu : 2 x 40 menit
 Responden : P : Peneliti
 K : Kolaborator
 GBI : Guru Bahasa Inggris
 S : Siswa

1.	Pukul 08.20 P memulai pembelajaran. Seperti biasa, GBI masuk ke kelas dan duduk bersama K di barisan belakang. P kemudian membuka kelas dengan salam dan mengecek kehadiran S. seluruh S hadir.
2.	P kemudian menanyakan apakah S membawa kamus. Seluruh S membawa kamus. P menanyakan tugas yang diberikan pada pertemuan sebelumnya. Seluruh kelompok sudah menyelesaikan pr yang diberikan. Lalu P mengajak S untuk membahas Task 5 dan 6. Sebelum membahas, P menanyakan apakah S menemukan kesulitan dalam mengerjakan Task 5 dan 6. Siswa menjawab mereka sedikit tidak percaya diri dengan jawaban mereka di Task 6. Kemudian P menanyakan apakah ada yang mau membacakan hasil diskusi mereka. Semua S Nampak antusias berlomba-lomba menjawab. Akhirnya P memberikan kesempatan kepada satu kelompok untuk menyampaikan hasil diskusi mereka. P juga meminta S lainnya untuk memperhatikan jawaban kelompok tersebut. Dalam beberapa nomor, S memiliki jawaban yang berbeda. Kemudian P menuntun S untuk menemukan jawaban yang benar.
3.	Selesai mendiskusikan Task 5, S mengerjakan Task 6 dan 7. P memonitor kerja siswa. P menemukan pada Cycle 2, S lebih mampu bekerja sama. Mereka lebih aktif berdiskusi. P juga menanyakan apakah mereka menemukan kesulitan.
4.	Setelah S selesai mengerjakan task 6 dan 7, P mengajak S untuk mendiskusikan hasil diskusi kelompok mereka. P meminta s untuk menukarkan hasil kerja mereka kepada kelompok lainnya. Masing-masing kelompok nantinya memberikan skor sesuai dengan jawaban yang benar. P meminta S untuk menuliskan jawaban mereka di papan tulis. Semua S antusias ingin menulis jawaban Task 6 mereka. Namun,

	<p>P memberitahukan kepada S bahwa mereka tidak mendapatkan stiker. Namun S masih antusias ingin menjawab. P memberikan kesempatan kepada lima S untuk maju kedepan kelas. Kemudian, P mendiskusikan jawaban yang telah ditulis di papan tulis. Terdapat 2 nomor yang masih salah. P kembali membuka kesempatan kepada S yang ingin memperbaiki jawaban temannya. Dua S kemudian menghapus jawaban dipapan tulis dan menggantinya dengan jawaban yang benar. P mengapresiasi S yang sudah berani maju kedepan kelas.</p>
5.	<p>Selesai membahas task 6, P melanjutkan diskusi pada Task 7. Sebelum P membuka diskusi pada Tas 7, S terlebih dahulu mengacungkan tangan hendak menuliskan hasil kelompok mereka di papan tulis. S tampak begitu aktif dan mereka mulai percaya diri serta tidak takut lagi untuk menyampaikan pendapat.</p>
6.	<p>P kemudian menunjuk satu kelompok yang mengacung terlebih dahulu untuk menuliskan jawaban mereka dipapan tulis. Sementara S lainnya sibuk memeriksa hasil pekerjaan kelompok lainnya. Setelah itu, P membahas jawaban dari kelompok tersebut. P menanyakan kepada S lainnya apakah mereka memiliki pendapat yang berbeda. Ternyata beberapa kelompok memiliki pendapat yang berbeda. P memberikan kesempatan kepada S lainnya untuk menyampaikan pendapatnya. Kemudian P memberikan jawaban yang benar kepada S. P bersama-sama S mengartikan kalimat-kalimat tersebut. P juga mengingatkan untuk memperhatikan huruf capital serta tanda bacanya. Setelah selesai mengoreksi, S memberikan nilai hasil kerja kelompok lainnya. Kelompok Adilla mendapatkan nilai terbaik.</p>
7.	<p>Kemudian S melanjutkan Task 8. Pada Task 8 S tidak menemukan kesulitan yang berarti. Karena semua S membawa kamus, hal itu sangat membantu mereka. Setelah selesai mengerjakan Task 8, P bersama S mendiskusikan hasil kerja mereka. P memberikan kesempatan kepada S untuk menyampaikan hasil diskusi mereka. Seluruh kelompok menjawab Task 8 dengan benar.</p>
8.	<p>P kemudian menanyakan apakah ada pertanyaan terkait dengan materi yang telah dipelajari. S menjawab tidak. P kemudian menjelaskan kembali tentang <i>past tense</i> serta <i>direct</i> dan <i>indirect speech</i>. P menanyakan apakah S paham dengan penjelasan P. S menjawab bahwa mereka paham.</p>

9.	P kemudian meminta S untuk menulis draft awal tulisan mereka. P berjalan berkeliling kelas untuk memonitor S. S tidak mengalami kesulitan yang berarti dalam menulis draft awal mereka. Kemudian mereka menukarkan hasil draft mereka dengan kelompok lainnya. Mereka saling memberikan <i>feedback</i> . P memberikan waktu 5 menit untuk memberikan <i>feedback</i> .
10.	Kemudian bel berbunyi. P lalu meminta S untuk mengembalikan draft kepada kelompok yang memilikinya. P kemudian apakah ada yang ingin ditanyakan. S menjawab tidak. P menutup kelas dengan salam.

No : FN. 18
 Hari, tanggal : Kamis, 30 April 2015
 Pukul : 11.00-12.20 WIB
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Melaksanakan pertemuan 3 (Cycle 2)
 Waktu : 2 x 40 menit
 Responden : P : Peneliti
 K : Kolaborator
 GBI : Guru Bahasa Inggris
 S : Siswa

1.	Pada pukul 08.20 P, K dan GBI menuju kelas VIII E.
2.	P memberi salam kepada S dan mengecek kehadiran S. Seluruh S hadir. P juga mengecek apakah semua S membawa kamus. Semua S membawa kamus.
3.	P kemudian meminta siswa duduk bersama anggota kelompoknya.
4.	P memberikan waktu 40 menit untuk menyelesaikan tulisan mereka. P memonitor S sambil menanyakan apakah mereka menemukan kesulitan. Dibandingkan pada Cycle 1, di Cycle 2 S aktif dalam kelompoknya. S yang sebelumnya kurang aktif di dalam kelompoknya, kali ini telah berkontribusi untuk kelompoknya. S saling bertukar pendapat. Dan ketika mereka menemukan kesulitan mereka tidak malu untuk bertanya kepada P. P mencatat kegiatan S. S lebih teliti di dalam menulis cerita. Ketika bel pergantian jam berbunyi, P meminta S mengumpulkan hasil tulisan mereka. Namun S meminta tambahan waktu 5 menit untuk kembali mengecek tulisan mereka. Lalu P memberikan waktu tambahan. S tampak serius memperhatikan kembali

	tulisan mereka. Mereka memperhatikan grammar serta <i>punctuation</i> , <i>spelling</i> , juga <i>capitalization</i> .
5.	Kemudian S menukarkan hasil kerja mereka. S kembali memberikan <i>feedback</i> . P mengamati kegiatan S. P juga membantu S dalam memberikan <i>feedback</i> . P menemukan bahwa kemampuan S dalam menulis sudah meningkat terlihat dari kesalahan yang dilakukan oleh S sedikit serta mereka memperhatikan <i>spelling</i> , <i>punctuation</i> , dan <i>capitalization</i> .
6.	P kemudian meminta <i>volunteer</i> untuk mempresentasikan hasil kerja kelompok lain yang mereka berikan <i>feedback</i> . Semua kelompok tampak antusias. Hampir semua siswa mengangkat tangan menunjukkan antusias mereka dalam proses belajar mengajar. Namun, karena terbatasnya waktu, P hanya mengambil satu contoh kerja S. Kemudian salah satu kelompok maju ke depan kelas mempresentasikan hasilnya. S lainnya memperhatikan presentasi tersebut. P juga memberikan masukan kepada kelompok tersebut.
13.	Kemudian P meminta S untuk merevisi hasil tulisan mereka dan mengumpulkannya.
14.	Sebelum pelajaran berakhir P bersama S menyimpulkan pembelajaran hari itu. P juga mengingatkan kembali mengenai <i>Narrative Text</i> seperti <i>generic structure</i> , <i>language featuresnya</i> , bahkan tense yang digunakan. P kemudian menanyakan apakah S sudah paham dengan teks naratif. Seluruh S menjawab sudah. P kemudian menutup kelas dengan salam.

No : FN. 19
 Hari, tanggal : Kamis, 30 April 2015
 Pukul : 12.20-13.00 WIB
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Post-test cycle 2
 Responden : P : Peneliti
 K : Kolaborator
 S : Siswa

1.	Pukul 12.20 P kemudian meminta S untuk memasukan buku catatan, modul dan kamus ke dalam tas masing-masing. S hanya diperkenankan untuk meletakkan pulpen di atas meja. Kemudian P dibantu oleh K membagikan lembar kerja siswa.
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2.	Setelah semua S mendapatkan lembar kerja siswa, P memberikan instruksi kepada S mengenai paa yang harus mereka lakukan. S harus menuliskan sediktinya 3 paragraf teks naratif (fabel) menggunakan bahasa sendiri. Setelah menjelaskan instruksi soal tersebut, P menanyakan apakah S memiliki pertanyaan. Seluruh S sudah paham dengan penjelasan P.
3.	P memberikan waktu kepada S untuk membuat teks naratif (fabel) sekitar 40 menit. Selama S menulis, P berkeliling kelas memastikan bahwa S bekerja sendiri, tidak saling mencontek dan berdiskusi dengan teman sebangkunya. Hampir seluruh S menutupi tulisannya ketika P mendekat. P lalu memperhatikan dari meja guru. K mengambil dokumentasi.
4.	Pukul 12.45 P mengingatkan bahwa S tinggal memiliki waktu 15 menit untuk menyelesaikan tulisan mereka.
5.	Pukul 13.00 bel pulang berbunyi. S mengumpulkan lembar kerjanya ke meja guru.
6.	P kemudian menghitung jumlah lembar kerja S, dan semuanya telah mengumpulkan.
7.	P kemudian mengucapkan terima kasih kepada S.
8.	P kemudian meminta salah satu S untuk memimpin doa. P kemudian undur diri. Kemudian S berbaris bersalaman dengan P. P juga memberikan kenang-kenangan kepada S.

No : FN. 20
 Hari, tanggal : Senin, 30 April 2015
 Pukul : 13.05
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Wawancara Siswa
 Responden : P : Peneliti
 S : Siswa

1.	Pada pukul 13.10 P meminta kesediaan salah satu siswa untuk di wawancara. S tersebut tidak langsung pulang ke rumah dikarenakan mengikuti ekstrakurikuler pada pukul 13.00 WIB.
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2.	P meminta S untuk menyebutkan nama lengkapnya.
3.	P kemudian bertanya tentang proses pembelajaran yang telah mereka lalui bersama P.
4.	S mengatakan bahwa pembelajaran selama dua minggu bersama P sangat mneyenangkan. S juga mengatakan bahwa dengan menulis kolaboratif sangat membantunya. Ia bisa bertukar pendapat dengan teman sekelompoknya. Selain itu ia juga paham dengan materi yang disampaikan.
5.	Setelah menanyakan semua pertanyaan P kemudian mengucapkan terima kasih kepada S.
6.	P kemudian melanjutkan wawancara dengan beberapa siswa lainnya.

No : FN. 21
 Hari, tanggal : Senin, 4 Mei 2015
 Pukul : 07.55 WIB
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Wawancara Guru
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator
 S : Siswa

1.	Pukul 07.50 P tiba di SMPN 6 Magelang. P menemui GBI di ruang guru. GBI menyambut kedatangan P dengan baik. Kemudian P menyampaikan maksud kedatangannya kepada GBI. GBI dan P kemudian duduk di ruang tamu di ruang guru.
2.	P kemudian memulai mewawancari GBI. Wawancara dilakukan sekitar 5 menit.
3.	Selesai wawancara, P meminta ijin kepada GBI untuk mewawancara siswa pada jam istirahat. GBI memberikan ijin kepada P.
4.	P Kemudian berpamitan kepada GBI untuk pergi ke perpustakaan untuk menunggu waktu istirahat.

No : FN. 22
 Hari, Tanggal : Senin, 4 Mei 2015

Jam : 09.00 WIB
 Tempat : Kelas VIII E
 Kegiatan : Wawancara Siswa
 Responden : P : Peneliti
 Ervia Nur Indahsari (S11)
 Nuzullaela Rahmawati (24)

1.	Pada jam istirahat P menemui dua siswa di kelas VIII E.
2.	P meminta kedua siswa tersebut untuk meluangkan waktu untuk wawancara singkat.
3.	P meminta kedua siswa tersebut untuk menyebutkan nama lengkap mereka terlebih dahulu.
4.	P kemudian mengajukan beberapa pertanyaan seputar kegiatan yang dilakukan selama 1 minggu P mengajar.
5.	S11 dan S24 menjawab pertanyaan yang diajukan oleh P. Mereka mengatakan bahwa kegiatan pembelajaran sangat menyenangkan.
6.	S24 mengatakan bahwa dengan berkelompok seperti yang telah dilakukan mereka dapat bertukar pendapat. Sebelum menentukan judul tulisan yang akan dibuat semua siswa menyampaikan usul untuk cerita.
7.	S11 juga menambahkan dengan belajar secara kolaboratif mereka dapat membagi tugas sehingga pekerjaan lebih cepat selesai.
8.	P juga menanyakan apakah ada kesulitan dan kendala pada materi yang disampaikan.
9.	S11 mengatakan bahwa ia kerap kali lupa dengan aturan subject tunggal dan jamak. Sedangkan S24 mengatakan bahwa ia sering lupa untuk mebgubah bentuk kata kerja 1 kedalam bentuk kata kerja 2 didalam teks naratif.
10.	Setelah dirasa cukup, P kemudian menyudahi sesi wawancara dengan kedua siswa tersebut.

FIELD NOTES

No : FN. 01
 Hari, Tanggal : Senin, 16 Februari 2015
 Jam : 07.40 WIB
 Tempat : Ruang Kepala Sekolah
 Kegiatan : Meminta Izin Penelitian
 Responden : P : Peneliti
 S : Siswa
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1	P datang ke sekolah pada pukul 07.30 WIB. P kemudian bertemu dengan guru di depan pintu masuk sekolah, kemudian P dipersilahkan untuk masuk ke dalam sekolah.
2.	P Kemudian bertanya kepada guru apakah bisa menemui KS. Namun KS sedang pergi keluar dikarenakan ada urusan sehingga P dipersilahkan untuk menunggu terlebih dahulu.
3.	Setelah KS datang, P langsung bersalaman dengan KS. P sebelumnya melaksanakan kegiatan PPL di sekolah tersebut sehingga KS langsung mengenali P dan menyambut baik kedatangan P. KS mempersilahkan P masuk ke ruang tamu KS.
4.	P mengutarakan maksud kedatangannya ke SMPN 6 Magelang dan meminta izin untuk melaksanakan penelitian di sekolah tersebut.
5.	KS langsung mengizinkan P untuk melaksanakan penelitian di sekolah tersebut. KS juga memberikan arahan tentang tata cara perizinan dan surat yang harus dilengkapi.
6.	KS kemudian menjelaskan siapa saja guru yang mengampu pelajaran Bahasa Inggris. Karena P melaksanakan penelitian di kelas VIII jadi KS meminta P untuk selanjutnya menemui ibu Ita selaku guru bahasa Inggris di kelas VIII.
7.	P kemudian meminta izin KS untuk menemui ibu Ita selaku Guru Bahasa Inggris kelas VIII.
8.	KS kemudian meminta P untuk menemui Ibu Ita di ruang guru.
9.	P kemudian meminta undur diri kepada KS.

No : FN. 02
 Hari, Tanggal : Senin, 16 Febuari 2015
 Jam : 09.05 WIB
 Tempat : Ruang Guru
 Kegiatan : Meminta Izin Penelitian
 Responden : P : Peneliti
 S : Siswa
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	P menuju ruang guru untuk menemui GBI. Namun GBI sedang mengajar. P menunggu hingga jam istirahat.
2.	Ketika jam istirahat P kemudian kembali ke ruang guru.
3.	P bersalaman dengan GBI. GBI sudah mengenali P sewaktu PPL. GBI menyambut P dengan baik. Kemudian GBI mempersilahkan P untuk duduk.
3.	P mengutarakan maksud kedatangannya untuk melakukan penelitian di kelas VIII sekolah tersebut.
4.	GBI bersedia membantu P dalam melaksanakan penelitiannya.
5.	GBI bertanya kepada P mengenai penelitian apa yang akan dilaksanakan di SMPN 6 Magelang.
6.	P kemudian menjelaskan kepada GBI bahwa P akan melaksanakan penelitian <i>action research</i> tentang peningkatan kemampuan menulis siswa pada teks <i>recount</i> menggunakan teknik <i>collaborative writing</i> .
7.	GBI menjelaskan bahwa minggu depan GBI akan mengajarkan materi <i>recount text</i> kepada siswa. GBI berencana untuk memasukkan materi <i>recount text</i> pada ujian mid semester. GBI menyarankan kepada P untuk mengambil materi <i>narrative text</i> saja. P kemudian setuju.
8.	P kemudian menanyakan kepada GBI mengenai kelas yang diperbolehkan untuk dilakukannya penelitian.
9.	GBI memilih kelas VIII E untuk dilakukannya penelitian. P setuju.
10.	P meminta jadwal mengajar GBI dan sekaligus meminta izin untuk

	melakukan observasi kelas.
11.	GBI kemudian memberitahu bahwa jadwal mengajar kelas VIII E yaitu pada hari Rabu jam ke-3 dan 4, dan hari Kamis jam ke-6 dan 7. GBI juga meminta P untuk mengecek jadwal di ruang guru.
12.	GBI memberikan P izin untuk melakukan observasi kelas setelah P mendapat izin dari KS dengan menyerahkan persyaratan penelitian.
13.	P menerima saran GBI dan P kemudian mengecek jadwal mengajar GBI di kelas VIII E.
14.	P mengucapkan terima kasih kepada GBI. Kemudian P pamit pulang kepada GBI.

No : FN. 03
 Hari, Tanggal : Sabtu, 21 Februari 2015
 Jam : 07.15 WIB
 Tempat : Ruang Tamu Kepala Sekolah
 Kegiatan : Menyerahkan Surat Permohonan Izin Penelitian
 Responden : P : Peneliti
 S : Siswa
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	Pukul 07.30 P sudah tiba di sekolah. P kemudian langsung menuju ruang KS.
2.	KS menyambut baik P dan mempersilahkan P untuk duduk.
3.	P menyerahkan surat permohonan izin penelitian yang diminta KS.
4.	KS membaca surat tersebut. Kemudian KS meminta P untuk ke ruang TU memberikan surat izin penelitian tersebut kepada staff TU.
5.	P masuk ke ruang TU dan mengutarakan maksud kedatangannya kepada salah satu karyawan TU. P kemudian diminta mengisi buku tamu. Dan kemudian P menyerahkan surat izin penelitian ke karyawan TU tersebut. Kemudian P menunggu untuk dibuatkan surat tugas untuk guru kolaborator.
6.	P kemudian menemui GBI untuk mendiskusikan jadwal penelitian.

No : FN. 04
 Hari, Tanggal : Sabtu, 21 Febuari 2015
 Jam : 08.15 WIB
 Tempat : Ruang Tamu Kepala Sekolah
 Kegiatan : Mendiskusikan Jadwal Penelitian
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

1.	Pukul 08.15 WIB P menuju ruang guru untuk bertemu dengan GBI.
2.	GBI menyambut baik kedatangan P dan mempersilahkan P untuk duduk.
3.	P menjelaskan maksud kedatangannya kepada GBI yaitu terkait dengan penelitian yang akan P adakan di SMPN 6 Magelang. GBI dan P kemudian mendiskusikan penelitian yang akan P laksanakan.
3.	GBI bertanya teks apa yang akan diajarkan oleh P selama penelitian. P menjawab <i>Recount Text</i> . Namun, GBI menjelaskan bahwa <i>Recount Text</i> merupakan salah satu materi yang akan diajarkan dalam minggu ini. Sehingga, GBI menyarankan kepada P untuk menggunakan teks <i>Narrative Text</i> . P menyetujuinya.
5.	GBI meminta P untuk melakukan penelitian seminggu setelah UTS dilaksanakan. UTS dilaksanakan pada tanggal 9 Maret 2015.
6.	GBI kemudian merekomendasikan kelas E sebagai kelas yang akan digunakan untuk penelitian. P setuju karena P sebelumnya pernah mengajar kelas tersebut sewaktu PPL sehingga juga memudahkan P karena P telah mengetahui karakteristik siswa-siswi VIII E.
7.	P kemudian bertanya apakah P bisa melakukan wawancara dengan GBI dan beberapa siswa kelas VIII E minggu depan. GBI mengatakan bahwa P bisa melakukan wawancara sekaligus observasi kelas pada hari Kamis, 26 Februari 2015. GBI juga menentukan jadwal untuk pre-test.
8.	P undur diri dan bersalaman kepada GBI.

No : FN. 05
 Hari, Tanggal : Kamis, 26 Februari 2015
 Jam : 09.00 WIB
 Tempat : Ruang Guru

Kegiatan : Wawancara dengan Guru Bahasa Inggris

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

1.	P datang ke sekolah pada pukul 07.30 WIB. P kemudian menuju ruang guru untuk bertemu dengan GBI. Namun, GBI tidak berada di ruang guru dikarenakan GBI sedang melatih siswa yang akan mengikuti lomba <i>story telling</i> . P kemudian menunggu di kursi tunggu sekolah.
2.	Setelah GBI selesai melatih siswa tersebut, P kemudian menuju ruang guru.
3.	GBI menyambut baik P dan mempersilahkan P untuk duduk.
4.	P meminta waktu GBI untuk bersedia diwawancara. GBI menyetujuinya.
5.	P bertanya kepada GBI seputar pembelajaran bahasa Inggris.
6.	GBI menjelaskan bahwa saat itu sekolah tersebut sudah menerapkan kurikulum 2013. Sehingga GBI mengajar dengan mengikuti tahapan sesuai ketentuan kurikulum 2013.
7.	P bertanya kepada GBI seputar aktifitas yang dilakukan siswa ketika pelajaran bahasa Inggris berlangsung.
8.	GBI menjawab semua pertanyaan yang diajukan P.
9.	P bertanya tentang kesulitan yang dihadapi siswa dalam belajar bahasa Inggris terutama dalam menulis.
10.	GBI menjelaskan kesulitan yang dihadapi siswa-siswinya dalam belajar bahasa Inggris terutama dalam keterampilan menulis.
11.	GBI juga bertanya kepada P mengenai teknik yang akan digunakan.
12.	P menjelaskan dengan lebih rinci mengenai teknik yang akan digunakan serta rincian aktifitasnya.

No : FN. 06

Hari, tanggal : Kamis, 26 Februari 2015

Pukul : 09.00-09.25 WIB

Tempat : SMP Negeri 6 Magelang

Kegiatan : Wawancara Siswa

Responden : P : Peneliti
 S : Siswa
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	Pada jam istirahat, P masuk ke kelas VIII E. P bermaksud mewancarai beberapa S.
2.	P kemudian mewawancarai S secara bergantian. Dalam wawancara P dibantu oleh K dalam hal dokumentasi dan perekaman. K merekam dan memfoto selama proses wawancara. S terlihat sungkan dalam menjawab beberapa pertanyaan. P menjelaskan bahwa wawancara untuk keperluan penelitian tidak mempengaruhi nilai S, dan S menjadi lebih terbuka dalam menjawab pertanyaan. P mewancarai 5 siswa. Dari kelima S tersebut P mengetahui bahwa kesulitan dalam writing yang dihadapi S kurang lebih sama antara satu dengan yang lainnya. S mengatakan bahwa mereka kesulitan untuk mengembangkan ide, bingung ketika hendak menulis, kosa kata yang masih rendah serta grammar.
4.	P kemudian mengucapkan terima kasih kepada S dan undur diri.

No : FN. 07
 Hari, Tanggal : Kamis, 5 Maret 2015
 Jam : 11.40-12.20 WIB
 Tempat : Kelas VIII E
 Kegiatan : Melaksanakan Observasi Kelas
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

1.	Pada pukul 11.00 P dan GBI menuju kelas VIII E.
2.	GBI mengucapkan salam kemudian memberitahukan kepada siswa-siswi VIII E bahwa P akan mengadakan penelitian di SMPN 6 Magelang khususnya di kelas VIII E. Sebelumnya siswa-siswi sudah mengenal P sewaktu PPL.
3.	GBI mempersilahkan P duduk di kursi kosong dibagian paling belakang. Sebelumnya GBI sudah menjelaskan pada P kalau hari tersebut merupakan hari kedua untuk materi <i>Recount text</i> dan ditujukan untuk aktifitas menulis.
4.	GBI memulai pelajaran.

5.	Ketika GBI akan memulai pelajaran beberapa siswa terlihat belum siap. Ada yang baru mengambil buku dari tasnya, ada yang masih sibuk berbicara dengan teman sebangkunya.
6.	GBI lalu membuka pelajaran dengan membuat satu kalimat menanyakan siapa yang absen pada hari tersebut. Semua siswa menyebutkan Gaizka. Kemudian GBI menanyakan apakah kemarin Gaizka juga absen. Kemudian siswa tidak menjawab. Kemudian GBI bertanya kepada salah satu siswa apakah Gaizka absen kemarin? Siswa tersebut menjawab tidak namun ia menggunakan kalimat <i>past tense</i> . Kemudian GBI mengatakan bahwa Gaizka hadir kemarin menggunakan <i>past tense</i> dan Gaizka tidak hadir hari ini menggunakan <i>present tense</i> . GBI bertanya apakah terdapat perbedaan diantara dua kalimat tersebut. Kemudian salah satu siswa menjawab pertanyaan GBI dengan benar. Lalu GBI meminta salah satu siswa untuk mengulangi jawaban yang diberikan siswa sebelumnya.
7.	Kemudian GBI bertanya mengenai <i>past tense</i> yang digunakan pada kalimat sebelumnya. GBI bertanya apakah kalimat <i>past tense</i> digunakan untuk <i>descriptive</i> atau <i>recount text</i> . Siswa tampak bingung. Siswa tidak menjawab. Kemudian salah satu siswa menjawab <i>recount</i> .
8.	Ketika GBI bertanya mengenai apakah kalimat tadi merupakan nominal atau verbal, siswa tidak menjawab. Kemudian GBI juga melanjutkan pertanyaan mengenai kegiatan yang dilakukan siswa yang telah lampau.
9.	Setelah bertanya mengenai <i>past tense</i> I GBI meminta siswa untuk mengecek pr yang diberikan sebelumnya.
10.	GBI meminta salah satu siswa untuk maju kedepan kelas. GBI kemudian meminta satu siswa lainnya untuk memberikan satu kata dalam bahasa Indonesia yakni kata kerja, yang diambil dari buku halaman 167 dan 171. Kemudian siswa yang berdiri tersebut harus menyebutkan bentuk kedua dan ketiga dari kata tersebut. Namun siswa yang duduk tadi terlihat bingung dan hanya diam karena tidak mengerti instruksi. Kemudian GBI mengganti dengan siswa lainnya.
11.	Kemudian siswa tersebut menyebutkan salah satu kata kerja dan siswa yang berdiri di depan kelas menyebutkan bentuk V2 dan V3 dari kata tersebut, namun dengan <i>pronunciation</i> yang masih salah. GBI meminta siswa-siswa lainnya untuk membantu membetulkannya. GBI juga

	memberikan koreksinya. Namun beberapa siswa sibuk membolak balik buku mencari kata-kata dan sibuk menghafal kata-kata sehingga kurang memperhatikan GBI.
12.	Kemudian GBI membaca kata-kata didalam buku dan meminta siswa untuk mengulangi setelah GBI selesai menyebutkannya.
13.	GBI lalu menanyakan arti dari kata-kata tersebut namun yang menjawab hanya sedikit. Hal ini menandakan bahwa beberapa siswa tidak menyelesaikan prnya di rumah. Sehingga, ketika mereka ditanya mereka tidak bisa menjawab.
14.	Lalu GBI meminta siswa-siswa untuk bergabung dengan kelompok mereka untuk mengerjakan soal-soal. Suasana kelas sangat ramai. Siswa mulai mencari-cari teman kelompoknya. Beberapa siswa kemudian izin keluar untuk meminjam kamus di perpustakaan karena kebanyakan dari mereka tidak membawa kamus bahasa Inggris.
15.	Ketika mengerjakan soal beberapa siswa terlihat bermain-main dan asyik mengobrol. Kemudian GBI berkeliling dan menegur siswa serta menanyakan apakah mereka sudah selesai mengerjakan. Siswa-siswa tersebut menjawab belum. Beberapa siswa juga sibuk membicarakan tugas mata pelajaran lain yang belum ia selesaikan.
16.	Setelah semua kelompok menyelesaikan tugasnya, GBI mengajak siswa untuk mendiskusikan jawaban dari pertanyaan-pertanyaan tersebut. GBI meminta salah satu orang dari beberapa grup untuk menjawab pertanyaan, contoh “no.1 is wrong and so on.” Beberapa siswa tidak memperhatikan temannya yang sedang menjawab. Suasana kelas terlihat tidak kondusif. Aktifitas menulis masih sangat kurang. Siswa tidak menghasilkan teks recount. Mereka lebih kepada menjawab soal yang ada dibuku.
17.	GBI kemudian meminta siswa untuk menulis refleksi seperti biasa dan menyelesaikan tugas yang belum selesai. GBI juga menjelaskan bahwa minggu depan akan diadakan ulangan mid semester. GBI menjelaskan materi apa saja yang akan keluar pada ulangan mid semester minggu depan.
18.	GBI bertanya kepada siswa apakah siswa memiliki pertanyaan terkait dengan <i>recount text</i> . Seluruh siswa menjawab tidak.

19.	GBI menutup kelas dengan mengucapkan salam.
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No : FN. 08

Hari, Tanggal : Kamis, 1 April 2015

Jam : 12.20- 13.00 WIB

Tempat : Kelas VIII E

Kegiatan : Melaksanakan Pre-Test

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

1.	P tiba di sekolah pada pukul 07.30. P sebelumnya sudah membuat jadwal pertemuan dengan GBI.
2.	P menemui GBI di ruang guru.
3.	P mengkonfirmasi lagi maksud kedatangannya hari itu untuk membahas materi yang akan disampaikan pada cycle 1 serta melaksanakan pre-test.
4.	Kemudian, GBI meminta P untuk masuk ke kelas pada jam ke-7 yaitu pada pukul . sambil menunggu GBI meminta P mempersiapkan segala yang diperlukan dalam pelaksanaan Pre-Test.
5.	P menunggu diperpustakaan sambil menyiapkan keperluan untuk pre-test.
6.	Pada pukul 11.40 WIB, P menuju kelas VIII E.
7.	GBI kemudian memberitahukan kepada siswa-siswa bahwa hari itu P akan mengadakan pre-test.
8.	GBI memepersilahkan P untuk mengadakan pre-test.
9.	P membuka dengan salam dan kemudian menjelaskan jika hari itu P akan mengadakan pre-test.
10.	P menjelaskan secara teknis pelaksanaan pre-test tersebut kepada siswa. Semua siswa harus mengerjakan secara individu sesuai kemampuan mereka.
11.	P membagikan lembar kerja kepada siswa.
12.	Setelah semua siswa mendapatkan lembar kerja P membacakan instruksi soal, kemudian menanyakan kepada siswa apakah ada yang

	tidak dimengerti dengan instruksi yang diberikan tersebut.
13.	P memberikan waktu 30 menit kepada siswa untuk mengerjakan. Banyak siswa mengeluh karena mereka tidak tahu akan menulis apa
14.	Ketika waktu telah habis P meminta semua siswa mengumpulkan hasil kerja mereka. Namun kebanyakan siswa tidak mau mengumpulkan. Akhirnya P mengambil kertas lembar kerja siswa.
15.	Kemudian setelah semua lembar kerja siswa dikumpul P mengucapkan terima kasih atas partisipasi siswa dalam mengerjakan tes tersebut.
16.	P menutup pelajaran dengan mengucapkan salam.
17.	P dan GBI keluar dari kelas VIII E.

No : FN. 09

Hari, Tanggal : Selasa, 14 April 2015

Jam : 09.00 WIB

Tempat : Kelas VIII E

Kegiatan : Mendiskusikan Cycle 1 dengan Guru Bahasa Inggris

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

1.	Pada pukul 07.30 P tiba di sekolah.
2.	P menemui GBI di ruang guru.
3.	P menyerahkan RPP Cycle 1 kepada GBI.
4.	GBI membaca dengan seksama RPP yang diberikan P.
5.	Kemudian GBI menanyakan langkah-langkah yang terdapat dalam kegiatan inti dengan menggunakan teknik <i>collaborative writing</i> .
6.	GBI memberitahukan kepada P untuk melaksanakan pertemuan pertama pada 16 April 2015. P sepakat.
7.	GBI dan P selesai mendiskusikan mengenai persiapan pertemuan untuk Cycle 1.
8.	P pamit pulang.

No : FN. 10
 Hari, Tanggal : Kamis, 16 April 2015
 Jam : 11.00-12.20
 Tempat : Kelas VIII E
 Kegiatan : Pelaksanaan Cycle 1 (Pertemuan ke-1)
 Responden : P : Peneliti
 K : Kolaborator
 GBI : Guru Bahasa Inggris

1.	Pada pukul 07.30 P dan K tiba di sekolah. P dan K mengisi buku tamu di kantor satpam dan menjelaskan bahwa mulai hari itu P akan mengadakan penelitian di sekolah tersebut.
2.	P kemudian menuju ruang guru untuk menemui GBI, namun GBI sedang mengajar di kelas.
3.	P menuju perpustakaan untuk mempersiapkan yang dibutuhkan untuk pertemuan pertama.
4.	Pada pukul 08.10 P menunggu di depan ruang guru.
5.	Pada pukul 08.20 saat pergantian jam GBI menuju ruang guru dan bertemu P di depan ruang guru. GBI meminta P untuk masuk ke kelas VIII E. Sementara GBI memberitahukan bahwa GBI akan menyusul.
6.	P menuju kelas VIII E. K duduk dikursi di bagian belakang yang telah disediakan.
7.	P membuka dengan salam. Beberapa siswa bertanya apakah GBI tidak mengajar. P menjelaskan bahwa selama 2 minggu lebih siswa-siswa VIII E akan diajar oleh P. Siswa tampak girang mendengar hal tersebut. Tidak lama berselang waktu GBI datang dan langsung duduk di kursi bagian belakang yang telah disediakan.
8.	Dalam mengawali pelajaran <i>Narrative Text</i> khususnya <i>Fable</i> P bertanya apakah siswa sudah mendengar cerita seperti Kancil Mencuri Timun, Buaya dan Monyet atau cerita tentang Timun Emas, dan bahkan cerita dari luar negeri seperti Cinderella. Semua siswa menjawab sudah dengan penuh antusias.
9.	P kemudian bertanya apakah mereka menyukai cerita-cerita tersebut.

	Hamper semua siswa menjawab bahwa mereka menyukainya.
10.	P kemudian menanyakan mengapa siswa menyukai cerita-cerita tersebut menggunakan bahasa Inggris. Siswa Nampak diam. Beberapa siswa menjawab namun dengan suara yang kecil. P kemudian bertanya ke salah satu siswa, siswa tersebut menjawab dalam bahasa Indonesia, kemudian P meminta siswa tersebut menggunakan bahasa Inggris yang kemudian dibantu oleh P.
11.	<p>P kemudian menanyakan kepada siswa untuk menceritakan salah satu cerita yang sudah mereka baca secara singkat. Semua siswa diam. P lalu meminta salah satu siswa untuk menceritakan salah satu cerita. Siswa tersebut menceritakan secara singkat menggunakan bahasa Inggris yang terbata-bata. "there are monkey and crocodile they plant banana. Monkey is rakus and it want eat all bananas."</p> <p>Kemudian P menanyakan apakah cerita tersebut terjadi diwaktu lampau atau disaat sekarang? Siswa menjawab dimasa lampau. Kemudian P bertanya jika cerita tersebut dimasa lampau maka tense apa yang digunakan apakah <i>present tense</i> atau <i>past tense</i>. Siswa diam, namun beberapa siswa menjawab <i>past tense</i>.</p>
12.	P kemudian memberikan handout kepada siswa. Terdapat cerita binatang didalamnya berjudul "The Wolf and the Goat". Kemudian P menjelaskan bahwa hari itu P akan mengajarkan tentang <i>Narrative Text</i> khususnya <i>Fable</i> . Siswa kemudian membaca teks model dan mengamati teks model. Siswa juga mengidentifikasi hal-hal yang ingin Siswa ketahui terkait dengan teks model. S diberi waktu 10 menit. S mulai membaca dengan santai. Selama S membaca dan mengamati teks model. P berkeliling ke tiap kelompok untuk memonitor dan memberikan bantuan kepada Siswa jika S memiliki pertanyaan maupun kesulitan lainnya.
13.	Kemudian P menanyakan hasil pengamatan siswa. P menanyakan pertanyaan-pertanyaan terkait dengan model teks. Kemudian P meminta beberapa S untuk menyampaikan pertanyaan terkait apa saja yang ingin diketahui. Banyak dari mereka ingin tahu lebih lanjut tentang fungsi sosial, <i>generic structure and language feature</i> dari text naratif. Namun, terdapat pula S yang ingin mengetahui mengapa tokoh hewan di dalam cerita bisa berbicara seperti manusia. Kemudian P meminta S untuk membuat jawaban sementara dari pertanyaan yang telah S buat berdasarkan hal-hal yang ingin S ketahui. Setelah

	<p>membuat jawaban sementara, P kemudian meminta S untuk menyampaikan jawabannya. Kebanyakan S enggan untuk menyampaikan hasil diskusi kelompoknya. Lalu P mengatakan bahwa S akan mendapatkan reward berupa stiker bintang jika aktif dalam kelas. P juga menjelaskan bahwa S tidak akan dihukum atau dimarahi jika menjawab salah selama proses pembelajaran nantinya. P menjelaskan bahwa belajar adalah proses sehingga tidak perlu merasa malu atau takut. Baru setelah itu S aktif dalam kelas menyampaikan pendapat mereka. P dan S juga membahas jawaban-jawaban dari soal-soal terkait dengan tes model. P lalu menjelaskan tentang <i>social purpose</i>, <i>generic structure</i> teks naratif (fabel) dan <i>language feature</i> yang digunakan dalam teks naratif. S memperhatikan dan mencatat penjelasan P di buku catatan.</p>
14.	<p>Kemudian Siswa kembali memperhatikan model teks yang telah diberikan. Siswa dipandu oleh P dalam memahami struktur teks naratif berbentuk fable pendek dan sederhana. Siswa juga dipandu oleh P dalam memperhatikan kata kerja dan signal words yang digunakan dalam model teks. P kemudian menjelaskan tentang past tense yang digunakan di dalam narrative text. P juga menjelaskan tentang <i>regular</i> dan <i>irregular verb</i>. Kemudian P bertanya apakah mereka sudah paham. S mengatakan bahwa sejauh itu mereka belum menemukan kesulitan.</p>
17.	<p>Lalu siswa dibagi dalam beberapa kelompok dimana didalam satu kelompok terdapat 4 anak. Siswa kembali membaca sebuah teks naratif berbentuk fable. Ini bertujuan untuk memberikan input agar siswa makin mengenal teks naratif khususnya fable. Siswa diminta menjawab pertanyaan dari Task 4 lalu lanjutkannya dengan tentang mengidentifikasi struktur teks naratif berbentuk fable pendek dan sederhana secara berkelompok. Kemudian siswa mengerjakan Task 6 yaitu melengkapi kata-kata pada kolom verb1 dan verb2 serta menulis artinya. Beberapa kelompok terkendala karena mereka tidak membawa kamus. P memastikan bahwa setidaknya ada satu kamus di dalam satu kelompok. P memonitor siswa.</p> <p>Kemudian P bersama S mendiskusikan Task yang telah dikerjakan oleh S. pada task 4 dan 5 siswa tidak menemukan kesulitan begitu juga pada Task 6. Namun ketika membahas Task 7, P menemukan bahwa masih banyak kelompok yang belum bisa menyusun kalimat. Banyak S yang masih meletakkan kata sifat dibelakang kata benda seperti pada soal no. 4 pada Task 7, "Once upon a time, there lived crocodile a</p>

	<p>greedy in the river.”</p> <p>Namun karena terkendala waktu, siswa tidak bisa menyelesaikan semua Task di sekolah. Kemudian P meminta siswa untuk melanjutkannya di rumah. P juga meminta siswa bersama kelompoknya untuk memikirkan cerita yang akan mereka tulis pada pertemuan selanjutnya serta membuat draft awal cerita yang akan ditulis secara berkelompok.</p>
18.	<p>P kemudian mengingatkan S untuk selalu membawa kamus, dan banyak berlatih. P memberitahu S untuk belajar teks naratif di rumah. P kemudian menutup kelas dengan salam.</p>

No : FN. 11
 Hari, Tanggal : Rabu, 22 April 2015
 Jam : 07.30 WIB
 Tempat : Kelas VIII E
 Kegiatan : Persiapan Mengajar untuk Cycle 1 (Pertemuan Ke-2)
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

1.	P tiba di sekolah pada pukul 07.30.
2.	P menuju ruang guru untuk menemui GBI. Namun GBI sedang tidak berada diruangan tersebut.
3.	Sambil menunggu jam mengajar P mempersiapkan materi yang akan digunakan.
4.	Ketika GBI datang, P langsung menemui GBI.
5.	GBI menanyakan kesiapan P dalam mengajar.
6.	P kemudian menunggu di perpustakaan hingga jam mengajar tiba.

No : FN. 12
 Hari, Tanggal : Rabu, 22 April 2015
 Jam : 08.20-10.05 WIB
 Tempat : Kelas VIII E
 Kegiatan : Mengajar untuk Cycle 1 (Pertemuan Ke-2)
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

1.	Pada pukul 08.20 P dan GBI menuju kelas VIII E.
2.	P memberi salam kepada siswa.
3.	P bertanya kepada siswa mengenai materi yang telah dipelajari sebelumnya.
4.	Siswa secara serempak menjawab pertanyaan dari P mengenai <i>narrative text</i> . Kemudian P bersama dengan siswa mengulang kembali materi yang telah disampaikan pada pertemuan sebelumnya.
5.	P kemudian meminta siswa duduk bersama anggota kelompoknya. P lalu mengajak siswa untuk mendiskusikan Task 8 dan 9.

6.	P meminta volunteer untuk menyampaikan hasil diskusi mereka pada pertemuan selanjutnya. Pada pertemuan kedua, siswa tampak lebih antusias. Mereka dengan berani mengacungkan tangannya hendak menjadi volunteer untuk menyampaikan diskusi mereka. Kemudian P memberikan kesempatan kepada salah satu kelompok yang terlebih dahulu mengacungkan tangannya untuk menyampaikan hasil diskusi mereka. Pada Task 8, siswa tidak memiliki kendala yang besar dalam menyusun paragraph menjadi sebuah teks. Kemudian P juga bertanya generic struktur dari teks tersebut. Hampir seluruh siswa dapat menjawab dengan benar. Pada Task 9, S menuliskan kata-kata sulit yang belum mereka ketahui artinya. P kemudian bertanya apakah seluruh S membawa kamus. Ternyata masih ada yang belum membawa kamus dikarenakan lupa, dan terdapat pula S yang tidak memiliki kamus. P kemudian meminta S untuk meminjam kamus dari perpustakaan.
7.	P kemudian meminta S untuk menukarkan hasil draft tulisan mereka kepada kelompok lain. Namun, S meminta waktu 5 menit untuk mengecek kembali draft mereka. P kemudian memberikan waktu. P memonitor S.
8.	Setelah 5 menit berlalu, S menukarkan draft tulisan mereka dengan kelompok lainnya. Kelompok memberikan <i>feedback</i> pada draft tulisan kelompok lainnya. Kemudian P menjelaskan apa saja yang harus S lakukan. P memberikan waktu 5 menit. S Nampak membaca dengan seksama draft tulisan kelompok lainnya dan memulai untuk memberikan feedback. P berjalan untuk memonitor kegiatan S. S Nampak serius dalam memberikan <i>feedback</i> . Namun terlihat beberapa S yang terlihat tidak aktif di dalam kelompok, kemudian P menegaskan bahwa semua anggota kelompok harus berkontribusi dan aktif di dalam kelompoknya.
9.	Setelah itu, S menyelesaikan tulisan mereka. P memberikan waktu 40 menit. P memonitor S sambil menanyakan apakah mereka menemukan kesulitan. S tampak antusias menulis bersalam kelompoknya. Namun, terdapat beberapa siswa yang kurang aktif di dalam kelompok, lalu P kembali mengingatkan kontribusi mereka. P juga memberitahukan bahwa akan terdapat kelompok terbaik. P menemukan bahwa S bekerja sama untuk menulis cerita sebagus mungkin. P mencatat kegiatan S. S saling membantu didalam kelompoknya. Ada S yang bertugas menulis, ada yang mencari kata di dalam kamus, serta ada yang berdiskusi

	menentukan cerita tersebut. Ketika terdapat S yang salah menuliskan struktur kalimat, S lainnya mengoreksi. P selalu mengingatkan tentang past-tense yang digunakan dalam cerita tersebut.
10.	P menemukan bahwa diskusi dalam menulis cerita lebih hidup. S berusaha berpartisipasi aktif di dalam kelompoknya. Ide cerita mereka lebih berkembang.
11.	Setelah S menyelesaikan tulisan mereka, mereka kemudian menukarkan hasil kerja mereka. S kembali memberikan <i>feedback</i> . P mengamati kegiatan S. P juga membantu S dalam memberikan <i>feedback</i> . P menemukan bahwa masih banyak S yang lupa untuk merubah verb 1 ke dalam V2. Beberapa kalimat juga masih dalam susuna yang salah. S juga sering lupa menulis article “a, the, an etc”.
12.	P kemudian mengambil salah satu contoh hasil pekerjaan S. kemudian bersama-sama dengan S memberikan komentar pada pekerjaan tersebut. P juga melihat bahwa kesalahan-kesalahn S pada umumnya hamper sama. Kendala terbesar yaitu pada grammar.
13.	P meminta S untuk merevisi hasil tulisan mereka di rumah lalu mengumpulkannya.
14.	Sebelum pelajaran berakhir P bersama S menyimpulkan pembelajaran hari itu. P juga mengingatkan kembali mengenai Narrative Text seperti generic structure, language featuresnya, bahkan tense yang digunakan. P kemudian menutup kelas dengan salam.

No : FN. 13
 Hari, Tanggal : Kamis, 23 April 2015
 Jam : 11.00-11.40 WIB
 Tempat : Kelas VIII E
 Kegiatan : Post-test (Cycle 1)
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

1.	Pukul 08.00 P dan K sampai di sekolah. P dan K menemui GBI di ruang guru. GBI mengatakan untuk post-test nanti GBI tidak ikut masuk ke kelas. GBI akan masuk ke kelas pada jam pembelajaran kedua.
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2.	Pukul 11.00 P dan K masuk ke dalam kelas. S sudah terlihat siap di meja masing-masing. P membuka kelas dengan salam. P kemudian meminta S untuk memasukan buku catatan, modul dan kamus kedalam tas masing-masing. Setelah itu P dibantu oleh K membagikan lembar kerja siswa.
3.	Setelah semua S mendapatkan lembar kerja siswa, P memberikan instruksi kepada S. S harus menuliskan sediktinya 3 paragraf teks naratif (fabel) menggunakan bahasa sendiri. P kemudian menanyakan apakah S sudah paham dengan instruksinya dan apakah mereka mmilki pertanyaan terkait tes yang akan dilakukan. S sudah paham dengan penjelasn P. Kemudian P memberikan waktu untuk mengerjakan tes selama kurang lebih 35 menit..
4.	Selama S menulis, P berkeliling kelas memastikan bahwa S bekerja sendiri, tidak bekerja sama dengan temannya dan tidak mencontek. Kebanyakan S menutupi tulisannya ketika P mendekat. P kemudian memperhatikan dari meja guru. Sementara K mengambil dokumentasi.
5.	Pukul 11.30 P mengingatkan bahwa S tinggal memiliki waktu 10 menit, banyak S yang belum menyelesaikan karangannya dan meminta waktu tambahan. Akhirnya P memberikan waktu tambahan 5 menit kepada S.
6.	Pukul 11.00 bel berbunyi. P meminta S yang telah selesai untuk mengumpulkan lembar kerjanya ke meja guru.

No : FN. 14
 Hari, tanggal : Kamis, 23 April 2015
 Pukul : 11.40 WIB
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Melaksanakan pertemuan 1 (Cycle 2)
 Responden : P : Peneliti
 K : Kolabolator
 S : Siswa

1.	Pukul 11.45 memulai pembelajaran. GBI masuk ke kelas dan duduk bersama K di barisan belakang. P kemudian memberikan handout kepada S. P kemudian menanyakan apakah S membawa kamus. Hanya terdapat sekitar 4 anak yang tidak membawa kamus. Namun mereka telah meminjam kamus terlebih dahulu sebelum pelajaran bahasa
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	Inggris dimulai.
2.	Sebelum memulai pelajaran, P kembali menanyakan kepada S hal-hal terkait dengan <i>Narrative Text</i> . Seluruh S dapat menjawab dengan antusias. SP kemudian meminta S untuk duduk bersama kelompoknya. Karena pada pertemuan sebelumnya P menemukan beberapa S yang kurang aktif di dalam kelompoknya dan mereka sibuk mengobrol akhirnya P memutuskan merombak kelompoknya.
3.	P memulai pembelajaran. P meminta S untuk memperhatikan Task 1. P menjelaskan intruksi kepada S. P kemudian meminta S untuk membaca teks model terlebih dahulu. Setelah selesai membaca, secara berkelompok S berdiskusi untuk mengidentifikasi hal-hal apa saja yang ingin mereka ketahui lebih lanjut terkait teks model serta mempersiapkan jawaban mereka.
4.	P berkeliling ke setiap kelompok, menanyakan hasil pengamatan S dan menanyakan hal-hal yang ingin diketahui S lebih lanjut. Kebanyakan S ingin tahu lebih lanjut terkait kosa kata di dalam teks tersebut.
5.	Setelah semua kelompok selesai, P bersama S membahas jawaban pertanyaan-pertanyaan secara lisan. P meminta S untuk mengangkat tangan bila ingin menyampaikan jawabannya. P menyiapkan stiker untuk S yang aktif. S terlihat antusias. Banyak S yang mengangkat tangan.
6.	Kemudian S mengerjakan Task 3, yaitu menulis kata-kata sulit serta mencari artinya. P berkeliling ke setiap kelompok untuk mengecek daftar kosa kata sulit yang telah dibuat oleh S. P mengecek apakah S telah mengartikan setiap kata-kata yang sulit dan apakah S sudah paham atau mengerti.
7.	P kemudian meminta S untuk membaca kembali cerita tersebut untuk menemukan informasi. P bertanya informasi apa saja yang S dapatkan. P bertanya tentang fungsi sosial dari teks naratif (fabel), <i>generic structure</i> dan <i>language feature</i> dari teks naratif. Salah satu kelompok mengangkat tangan untuk menyampaikan hasil diskusi mereka. P juga menunjuk ke beberapa kelompok untuk menyampaikan hasil dari informasi yang mereka kumpulkan. P juga bertanya apakah kelompok lain sependapat dengan apa yang disampaikan oleh temannya dan kelompok lain pun sependapat. P juga menanyakan nilai moral yang terdapat di dalam teks tersebut. Beberapa kelompok menyampaikan

	pendapat mereka mengenai pesan moral dalam teks tersebut.
8.	Sebelum kelas berakhir P meminta s untuk memahami <i>simple present tense</i> dan <i>direct and indirect speech</i> karena pada Cycle 1 P menemukan bahwa masih banyak S salah dalam hal grammar. Kemudian S harus mengerjakan tugas di aktifitas 5 dan 6 di rumah.
9.	Sebelum menutup pembelajaran, P bersama S menyimpulkan apa saja yang sudah mereka pelajari hari itu. Kemudian P menutup pembelajaran dengan salam.

No : FN. 15
 Hari, tanggal : Kamis, 23 April 2015
 Pukul : 12.30 WIB
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Diskusi Hasil Cycle 1
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator
 S : Siswa

1.	Pukul 07.30 P bersama K tiba di sekolah. P menemui GBI di ruang guru. GBI menyambut kedatangan P dengan baik. Kemudian P menyampaikan maksud kedatangannya kepada GBI. GBI dan P kemudian duduk di ruang tamu di ruang guru.
2.	P kemudian mendiskusikan hasil dari Cycle 1.
3.	GBI menanyakan kesulitan yang dihadapi P selama dalam Cycle 1. P menceritakan bahwa kendalanya adalah waktu. GBI juga mengatakan bahwa pelaksanaan Cycle 1 sudah baik sesuai rencana. GBI juga memberikan masukan berupa pengontrolan kelas. P menerima saran dari GBI.
4.	P mengatakan bahwa ia akan menyerahkan hasil dari post-test Cycle 1 setelah P selesai mengoreksinya. Kemudian GBI melihat secara sepintas saja hasil kerja S. GBI mengatakan bahwa beliau meminta seluruh hasil setelah Cycle 2 saja. P menyetujuinya.
5.	P mengucapkan terima kasih dan undur diri.

No : FN. 17
 Hari, tanggal : Rabu, 29 April 2015
 Pukul : 08.20-10.05
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Melaksanakan pertemuan 2 (Cycle 2)
 Waktu : 2 x 40 menit
 Responden : P : Peneliti
 K : Kolaborator
 GBI : Guru Bahasa Inggris
 S : Siswa

1.	Pukul 08.20 P memulai pembelajaran. Seperti biasa, GBI masuk ke kelas dan duduk bersama K di barisan belakang. P kemudian membuka kelas dengan salam dan mengecek kehadiran S. seluruh S hadir.
2.	P kemudian menanyakan apakah S membawa kamus. Seluruh S membawa kamus. P menanyakan tugas yang diberikan pada pertemuan sebelumnya. Seluruh kelompok sudah menyelesaikan pr yang diberikan. Lalu P mengajak S untuk membahas Task 5 dan 6. Sebelum membahas, P menanyakan apakah S menemukan kesulitan dalam mengerjakan Task 5 dan 6. Siswa menjawab mereka sedikit tidak percaya diri dengan jawaban mereka di Task 6. Kemudian P menanyakan apakah ada yang mau membacakan hasil diskusi mereka. Semua S Nampak antusias berlomba-lomba menjawab. Akhirnya P memberikan kesempatan kepada satu kelompok untuk menyampaikan hasil diskusi mereka. P juga meminta S lainnya untuk memperhatikan jawaban kelompok tersebut. Dalam beberapa nomor, S memiliki jawaban yang berbeda. Kemudian P menuntun S untuk menemukan jawaban yang benar.
3.	Selesai mendiskusikan Task 5, S mengerjakan Task 6 dan 7. P memonitor kerja siswa. P menemukan pada Cycle 2, S lebih mampu bekerja sama. Mereka lebih aktif berdiskusi. P juga menanyakan apakah mereka menemukan kesulitan.
4.	Setelah S selesai mengerjakan task 6 dan 7, P mengajak S untuk mendiskusikan hasil diskusi kelompok mereka. P meminta s untuk menukarkan hasil kerja mereka kepada kelompok lainnya. Masing-masing kelompok nantinya memberikan skor sesuai dengan jawaban yang benar. P meminta S untuk menuliskan jawaban mereka di papan tulis. Semua S antusias ingin menulis jawaban Task 6 mereka. Namun,

	<p>P memberitahukan kepada S bahwa mereka tidak mendapatkan stiker. Namun S masih antusias ingin menjawab. P memberikan kesempatan kepada lima S untuk maju kedepan kelas. Kemudian, P mendiskusikan jawaban yang telah ditulis di papan tulis. Terdapat 2 nomor yang masih salah. P kembali membuka kesempatan kepada S yang ingin memperbaiki jawaban temannya. Dua S kemudian menghapus jawaban dipapan tulis dan menggantinya dengan jawaban yang benar. P mengapresiasi S yang sudah berani maju kedepan kelas.</p>
5.	<p>Selesai membahas task 6, P melanjutkan diskusi pada Task 7. Sebelum P membuka diskusi pada Tas 7, S terlebih dahulu mengacungkan tangan hendak menuliskan hasil kelompok mereka di papan tulis. S tampak begitu aktif dan mereka mulai percaya diri serta tidak takut lagi untuk menyampaikan pendapat.</p>
6.	<p>P kemudian menunjuk satu kelompok yang mengacung terlebih dahulu untuk menuliskan jawaban mereka dipapan tulis. Sementara S lainnya sibuk memeriksa hasil pekerjaan kelompok lainnya. Setelah itu, P membahas jawaban dari kelompok tersebut. P menanyakan kepada S lainnya apakah mereka memiliki pendapat yang berbeda. Ternyata beberapa kelompok memiliki pendapat yang berbeda. P memberikan kesempatan kepada S lainnya untuk menyampaikan pendapatnya. Kemudian P memberikan jawaban yang benar kepada S. P bersama-sama S mengartikan kalimat-kalimat tersebut. P juga mengingatkan untuk memperhatikan huruf capital serta tanda bacanya. Setelah selesai mengoreksi, S memberikan nilai hasil kerja kelompok lainnya. Kelompok Adilla mendapatkan nilai terbaik.</p>
7.	<p>Kemudian S melanjutkan Task 8. Pada Task 8 S tidak menemukan kesulitan yang berarti. Karena semua S membawa kamus, hal itu sangat membantu mereka. Setelah selesai mengerjakan Task 8, P bersama S mendiskusikan hasil kerja mereka. P memberikan kesempatan kepada S untuk menyampaikan hasil diskusi mereka. Seluruh kelompok menjawab Task 8 dengan benar.</p>
8.	<p>P kemudian menanyakan apakah ada pertanyaan terkait dengan materi yang telah dipelajari. S menjawab tidak. P kemudian menjelaskan kembali tentang <i>past tense</i> serta <i>direct</i> dan <i>indirect speech</i>. P menanyakan apakah S paham dengan penjelasan P. S menjawab bahwa mereka paham.</p>

9.	P kemudian meminta S untuk menulis draft awal tulisan mereka. P berjalan berkeliling kelas untuk memonitor S. S tidak mengalami kesulitan yang berarti dalam menulis draft awal mereka. Kemudian mereka menukarkan hasil draft mereka dengan kelompok lainnya. Mereka saling memberikan <i>feedback</i> . P memberikan waktu 5 menit untuk memberikan <i>feedback</i> .
10.	Kemudian bel berbunyi. P lalu meminta S untuk mengembalikan draft kepada kelompok yang memilikinya. P kemudian apakah ada yang ingin ditanyakan. S menjawab tidak. P menutup kelas dengan salam.

No : FN. 18
 Hari, tanggal : Kamis, 30 April 2015
 Pukul : 11.00-12.20 WIB
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Melaksanakan pertemuan 3 (Cycle 2)
 Waktu : 2 x 40 menit
 Responden : P : Peneliti
 K : Kolaborator
 GBI : Guru Bahasa Inggris
 S : Siswa

1.	Pada pukul 08.20 P, K dan GBI menuju kelas VIII E.
2.	P memberi salam kepada S dan mengecek kehadiran S. Seluruh S hadir. P juga mengecek apakah semua S membawa kamus. Semua S membawa kamus.
3.	P kemudian meminta siswa duduk bersama anggota kelompoknya.
4.	P memberikan waktu 40 menit untuk menyelesaikan tulisan mereka. P memonitor S sambil menanyakan apakah mereka menemukan kesulitan. Dibandingkan pada Cycle 1, di Cycle 2 S aktif dalam kelompoknya. S yang sebelumnya kurang aktif di dalam kelompoknya, kali ini telah berkontribusi untuk kelompoknya. S saling bertukar pendapat. Dan ketika mereka menemukan kesulitan mereka tidak malu untuk bertanya kepada P. P mencatat kegiatan S. S lebih teliti di dalam menulis cerita. Ketika bel pergantian jam berbunyi, P meminta S mengumpulkan hasil tulisan mereka. Namun S meminta tambahan waktu 5 menit untuk kembali mengecek tulisan mereka. Lalu P memberikan waktu tambahan. S tampak serius memperhatikan kembali

	tulisan mereka. Mereka memperhatikan grammar serta <i>punctuation</i> , <i>spelling</i> , juga <i>capitalization</i> .
5.	Kemudian S menukarkan hasil kerja mereka. S kembali memberikan <i>feedback</i> . P mengamati kegiatan S. P juga membantu S dalam memberikan <i>feedback</i> . P menemukan bahwa kemampuan S dalam menulis sudah meningkat terlihat dari kesalahan yang dilakukan oleh S sedikit serta mereka memperhatikan <i>spelling</i> , <i>punctuation</i> , dan <i>capitalization</i> .
6.	P kemudian meminta <i>volunteer</i> untuk mempresentasikan hasil kerja kelompok lain yang mereka berikan <i>feedback</i> . Semua kelompok tampak antusias. Hampir semua siswa mengangkat tangan menunjukkan antusias mereka dalam proses belajar mengajar. Namun, karena terbatasnya waktu, P hanya mengambil satu contoh kerja S. Kemudian salah satu kelompok maju ke depan kelas mempresentasikan hasilnya. S lainnya memperhatikan presentasi tersebut. P juga memberikan masukan kepada kelompok tersebut.
13.	Kemudian P meminta S untuk merevisi hasil tulisan mereka dan mengumpulkannya.
14.	Sebelum pelajaran berakhir P bersama S menyimpulkan pembelajaran hari itu. P juga mengingatkan kembali mengenai <i>Narrative Text</i> seperti <i>generic structure</i> , <i>language featuresnya</i> , bahkan tense yang digunakan. P kemudian menanyakan apakah S sudah paham dengan teks naratif. Seluruh S menjawab sudah. P kemudian menutup kelas dengan salam.

No : FN. 19
 Hari, tanggal : Kamis, 30 April 2015
 Pukul : 12.20-13.00 WIB
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Post-test cycle 2
 Responden : P : Peneliti
 K : Kolaborator
 S : Siswa

1.	Pukul 12.20 P kemudian meminta S untuk memasukan buku catatan, modul dan kamus ke dalam tas masing-masing. S hanya diperkenankan untuk meletakkan pulpen di atas meja. Kemudian P dibantu oleh K membagikan lembar kerja siswa.
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2.	Setelah semua S mendapatkan lembar kerja siswa, P memberikan instruksi kepada S mengenai paa yang harus mereka lakukan. S harus menuliskan sediktinya 3 paragraf teks naratif (fabel) menggunakan bahasa sendiri. Setelah menjelaskan instruksi soal tersebut, P menanyakan apakah S memiliki pertanyaan. Seluruh S sudah paham dengan penjelasan P.
3.	P memberikan waktu kepada S untuk membuat teks naratif (fabel) sekitar 40 menit. Selama S menulis, P berkeliling kelas memastikan bahwa S bekerja sendiri, tidak saling mencontek dan berdiskusi dengan teman sebangkunya. Hampir seluruh S menutupi tulisannya ketika P mendekat. P lalu memperhatikan dari meja guru. K mengambil dokumentasi.
4.	Pukul 12.45 P mengingatkan bahwa S tinggal memiliki waktu 15 menit untuk menyelesaikan tulisan mereka.
5.	Pukul 13.00 bel pulang berbunyi. S mengumpulkan lembar kerjanya ke meja guru.
6.	P kemudian menghitung jumlah lembar kerja S, dan semuanya telah mengumpulkan.
7.	P kemudian mengucapkan terima kasih kepada S.
8.	P kemudian meminta salah satu S untuk memimpin doa. P kemudian undur diri. Kemudian S berbaris bersalaman dengan P. P juga memberikan kenang-kenangan kepada S.

No : FN. 20
 Hari, tanggal : Senin, 30 April 2015
 Pukul : 13.05
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Wawancara Siswa
 Responden : P : Peneliti
 S : Siswa

1.	Pada pukul 13.10 P meminta kesediaan salah satu siswa untuk di wawancara. S tersebut tidak langsung pulang ke rumah dikarenakan mengikuti ekstrakurikuler pada pukul 13.00 WIB.
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2.	P meminta S untuk menyebutkan nama lengkapnya.
3.	P kemudian bertanya tentang proses pembelajaran yang telah mereka lalui bersama P.
4.	S mengatakan bahwa pembelajaran selama dua minggu bersama P sangat mneyenangkan. S juga mengatakan bahwa dengan menulis kolaboratif sangat membantunya. Ia bisa bertukar pendapat dengan teman sekelompoknya. Selain itu ia juga paham dengan materi yang disampaikan.
5.	Setelah menanyakan semua pertanyaan P kemudian mengucapkan terima kasih kepada S.
6.	P kemudian melanjutkan wawancara dengan beberapa siswa lainnya.

No : FN. 21
 Hari, tanggal : Senin, 4 Mei 2015
 Pukul : 07.55 WIB
 Tempat : SMP Negeri 6 Magelang
 Kegiatan : Wawancara Guru
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator
 S : Siswa

1.	Pukul 07.50 P tiba di SMPN 6 Magelang. P menemui GBI di ruang guru. GBI menyambut kedatangan P dengan baik. Kemudian P menyampaikan maksud kedatangannya kepada GBI. GBI dan P kemudian duduk di ruang tamu di ruang guru.
2.	P kemudian memulai mewawancari GBI. Wawancara dilakukan sekitar 5 menit.
3.	Selesai wawancara, P meminta ijin kepada GBI untuk mewawancara siswa pada jam istirahat. GBI memberikan ijin kepada P.
4.	P Kemudian berpamitan kepada GBI untuk pergi ke perpustakaan untuk menunggu waktu istirahat.

No : FN. 22
 Hari, Tanggal : Senin, 4 Mei 2015

Jam : 09.00 WIB
 Tempat : Kelas VIII E
 Kegiatan : Wawancara Siswa
 Responden : P : Peneliti
 Ervia Nur Indahsari (S11)
 Nuzullaela Rahmawati (24)

1.	Pada jam istirahat P menemui dua siswa di kelas VIII E.
2.	P meminta kedua siswa tersebut untuk meluangkan waktu untuk wawancara singkat.
3.	P meminta kedua siswa tersebut untuk menyebutkan nama lengkap mereka terlebih dahulu.
4.	P kemudian mengajukan beberapa pertanyaan seputar kegiatan yang dilakukan selama 1 minggu P mengajar.
5.	S11 dan S24 menjawab pertanyaan yang diajukan oleh P. Mereka mengatakan bahwa kegiatan pembelajaran sangat menyenangkan.
6.	S24 mengatakan bahwa dengan berkelompok seperti yang telah dilakukan mereka dapat bertukar pendapat. Sebelum menentukan judul tulisan yang akan dibuat semua siswa menyampaikan usul untuk cerita.
7.	S11 juga menambahkan dengan belajar secara kolaboratif mereka dapat membagi tugas sehingga pekerjaan lebih cepat selesai.
8.	P juga menanyakan apakah ada kesulitan dan kendala pada materi yang disampaikan.
9.	S11 mengatakan bahwa ia kerap kali lupa dengan aturan subject tunggal dan jamak. Sedangkan S24 mengatakan bahwa ia sering lupa untuk mebgubah bentuk kata kerja 1 kedalam bentuk kata kerja 2 didalam teks naratif.
10.	Setelah dirasa cukup, P kemudian menyudahi sesi wawancara dengan kedua siswa tersebut.

Appendix 7
Student's Worksheet

Student's Worksheet

(Pre-Test)

Name :

Class :

Student Number :

In at least three paragraphs, write down a short fable using your own words.

[illegible]

Student's Worksheet

(Post-Test Cycle 1)

Name :

Class :

Student Number :

In at least three paragraphs, write down a short fable using your own words.

[illegible]

Student's Worksheet

(Post-Test Cycle 2)

Name :

Class :

Student Number :

In at least three paragraphs, write down a short fable using your own words.

[illegible]

Appendix 8

Students' Writing

Pre-test

Student's Worksheet
(Pre-test)

Name : Hasna Ladun Asdyati
Class : 8E
Student number : 15

In at least three paragraphs, write down a short fable using your own words.

"Seekor Lebah dan Segerombol Semut"

Once upon a time there is a bee just fly in the flower he is find (eat) it has name DINO DINO has many friend because he is friendly. His parents is dead because diburu oleh manusia. When

When he is eat

Hi good morning

Good morning

How are you?

We is very good

Bertemu segerombol semut

Sapa DINO

Jawab, seekor semut

Tanyo DINO

Jawab, seekor semut

Cycle 1

Student's Worksheet
(Post-test Cycle)

Name : Hasna Ladin A
Class : 8E
Student number : 15

In at least three paragraphs, write down a short fable using your own words.

The Wolf Unfortunate

In the jungle, there lived a couple of wolf had a child. They live clam and happy. When night they sing by hard sound. The tiger no to last hear voice ? wolf family.

The tiger was angry. The wolf asked her child to run that welfare. Her parents (was) death. The little wolf to run, and he fall. A couple of deer help the little wolf. Deer family adopted child. After peace live, the deer had child.

Finally, they lived clam and happy. The wolf always prayed for her parents.

Cycle 2

Student's Worksheet
(Post-test)

Name : Hasna Ladin A
Class : 8C
Student number : 15

In at least three paragraphs, write down a short fable using your own words.

The Mousedeer and The bear

There was a fat bear. He always fascinated to hear the bird singing. The bear ~~want~~ able to sing, but he could not. One day, he got lost in the fields near the village. He was amazing to see the shepherd flute with a melodious voice.

One day the mousedeer was walking. He arrived at the bamboo tree. He was tired. And then he took a rest. Suddenly he hear the creak of bamboo are quite melodious. Hear the creak of bamboo, nature is naughty. The mousedeer was looking for the bear. The mousedeer wanted to show the creak of bamboo to bear. The mousedeer sent bear to stuck out his tongue and stick it in bamboo. Bamboo creaking, pinch the tip of the tongue bear. The bear screaming in pain.

Repent the bear, the mousedeer deliberately deceived. But, he was not angry because bamboo was sounding melodious squeak. Sweetly squeak sound of bamboo makes the bear sound asleep.

Appendix 9

Photographs



The students work in groups creating a narrative story.



The students give feedback on another group's writing.



The student writes the answer on the whiteboard.



The students raise their hands enthusiastically to give the answers.



The researcher explains the material.



The researcher gives help and guidance the students in doing the tasks.



The students write a narrative story individually.

Appendix 10

Permit Letters



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax: (0274) 548207
<http://www.fbs.uny.ac.id/>

FORMY/15/23/01
10 Jan 2015

Nomor : 431d/UN.34.12/D1/IV/2015
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 1 April 2015

Kepada Yth.
Kepala SMP Negeri 6 Magelang

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING WRITING SKILLS ON NARRATIVE TEXT FOR EIGHT GRADE STUDENTS OF SMP NEGERI 6 MAGELANG THROUGH COLLABORATIVE TECHNIQUE IN THE ACADEMIC YEAR OF 2014/2015

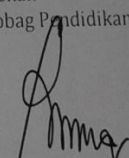
Mahasiswa dimaksud adalah :

Nama : TITIN INDRIATI
NIM : 11202241005
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April - Juni 2015
Lokasi Penelitian : SMP Negeri 6 Magelang

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,


Indun Probo Utami, S.E.
NIP 19670704 199312 2 001



PEMERINTAH KOTA MAGELANG
DINAS PENDIDIKAN
SMP NEGERI 6 KOTA MAGELANG
 Alamat : Jl. Kyai Mojo No.32, ☎ (0293) 363023 Magelang 56121
 e-mail : smp6magelang@yahoo.com

SURAT KETERANGAN

Nomor : 422.5 / 4153 / 230.SMP N6 / 2015

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 6 Kota Magelang menerangkan bahwa :

Nama : TITIN INDRIATI
 NIM : 11202241005
 Jurusan : Pendidikan Bahasa Inggris
 Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

Yang bersangkutan telah melakukan Penelitian pada bulan Maret s/d Mei 2015, di SMP Negeri 6 Kota Magelang , dengan hasil Baik. Dengan Judul :

“ IMPROVING WRITING SKILLS ON NARRATIVE TEXT FOR EIGHT GRADE STUDENTS OF SMPN 6 MAGELANG THROUGH COLLABORATIVE TECHNIQUES IN THE ACADEMIC YEAR OF 2014 / 2015 “

Demikian surat keterangan ini dibuat, dan untuk dapat dipergunakan sebagaimana mestinya.

Magelang, 30 April 2015

Kepala Sekolah

Drs. LARTONO, M.Pd
 NIP. 19620607 198803 1 006